



Addlestone Pre-School

Inspection report for early years provision

Unique Reference Number	160624
Inspection date	25 May 2006
Inspector	Carol Newman
Setting Address	Ongar Place First School, Milton Road, Addlestone, Surrey, KT15 1NY
Telephone number	01932 851744
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Registered person	Addlestone Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Addlestone Pre-School was established in 1986 in the current premises, but has been running for approximately 40 years. It offers sessional day care places for 24 children aged two years to five years. The pre-school is based in its own premises which are situated in the grounds of Ongar Place First School. The group have use of one large room with kitchen and toilets attached and have direct access to an enclosed garden for outside play. There is a parent committee which is re-elected at

the annual general meeting.

The pre-school is open Monday to Friday, term time only, from 09.00 to 11.45 and afternoons from 12.30 to 15.00 when younger children attend. There are 50 children on roll. The children come from the local community, mostly from the residential Addlestone area. The group supports a number of children with special educational needs or who speak English as an additional language. At present, 40 children receive funding for nursery education.

The pre-school employs six members of staff. Three of the staff, including the supervisor hold an appropriate early years qualification. One member of staff is currently on a training programme. Most staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean and tidy environment and they receive generally good support to develop good personal hygiene. For example, posters to remind children to wash their hands are sited in the bathroom area. However, children do not always wash their hands before snack time which means they are at risk from the spread of germs.

Effective daily routines, such as cleaning the tables regularly and the use of paper towels prevent cross infection. Children who are infectious do not attend thus preventing the spread of contagious ailments.

Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. Most staff hold a current first aid certificate. This means they can give appropriate care if there is an accident.

Children enjoy healthy snacks and know that fruit is good for them. They try new foods that link to their topic work, for example, honey on toast during their work related to "Bees". This encourages children to develop healthy eating habits. Children enjoy their snack very much. They eat together making it a social event.

Fresh drinking water is available at all times and children confidently help themselves from the dispenser. This encourages children to think about their personal needs.

Children enjoy daily physical exercise that contributes to keeping them healthy. They have access to a fully enclosed outdoor area where they confidently balance on the rope bridge and log and climb on the climbing frame.

Children's fine motor skills are developing well. They are competent when selecting and using small equipment such as scissors and paintbrushes. Children are skilled at using a variety of construction equipment and frequently use paper, card, recycled

materials, scissors and glue for cutting and joining.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children arrive happily and settle well in the warm, clean and welcoming environment. Displays of children's work show that staff value children's contributions.

Staff organise the indoor space effectively, allowing children to move around safely, freely and independently. Children use a wide range of good quality toys and resources appropriate to their age and stage of development. However, they have limited access to additional resources to support their play.

Good staff interaction helps develop children's awareness of safety within the setting. Children benefit from a good range of safety measures, for example socket covers, an effective emergency evacuation procedure and a secure outdoor play area. Regular risk assessments, indoors and outdoors and clear procedures for outings ensure children's safety.

Children and staff usually practice the emergency evacuation procedures on a termly basis. This helps staff and children become familiar with the routine in the event of an emergency. However, no practice has been carried out this term, so new children and staff have not seen the procedures in use, in order to learn to take responsibility for keeping themselves safe.

Staff have a sound knowledge of child protection issues as they have recently attended further training in this area. This promotes and safeguards children's welfare within the setting. However, concerns have not always been promptly referred to the relevant authorities, in accordance with the local safeguarding children procedures.

Helping children achieve well and enjoy what they do

The provision is good.

A good balance of adult and child initiated games help children to make progress in all areas of learning. Activities are laid out for the children. Children can ask for additional resources to support their activities but they do not access these for themselves, to develop their independence and imaginative play.

Children are happy, confident and relaxed. They readily approach staff for support indicating good trusting relationships are built. Children are interested in the activities available and spend time concentrating on self-chosen activities. They help clear up after activities and are encouraged to work together. All children enjoy plenty of opportunities to develop their social skills. For example, they sit together at meal times and enjoy role-play where they negotiate and co-operate effectively.

Nursery Education

The quality of teaching and learning is good. Staff plan a good range of practical activities that interest the children. Good observations identify the children's stage of learning so that staff can plan the next steps for each child and key workers know their children well. However, children's next steps are not recorded and used to inform future planning, in order to ensure children are reaching their full potential and to develop a clear picture of children's progress through the stepping stones towards the early learning goals.

Staff create a stimulating environment where children's work is carefully displayed and labelled. This shows children's work is valued and gives them a sense of belonging. Staff use appropriate behaviour management strategies and children respond well.

Children are developing very good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together. For example, they confidently write their name on the list so that they can complete the weather board when the sand timer runs out. Children are well motivated and enjoy new challenges. They concentrate well at self-chosen activities. Children feel confident enough to approach adults within the setting and are keen to show what they can do.

Children speak very confidently. They are beginning to express their ideas and experiences well, using good vocabulary. Children are confident writers. They write their name on the list for the weather board with some correctly formed letters. Some children competently write their names on their work and staff encourage them to write. For example, children copy the staff name badges on to their paintings. However, no writing area is available so that children can help themselves to writing resources to support their play in all areas of the curriculum.

Children find their full names on cards for snack time and put their names on the board when they arrive. They enjoy stories and books are readily available. Children confidently choose books from the book area. They turn the pages carefully and happily talk about the pictures. However, children do not have frequent, planned opportunities to develop their reading and writing skills in accordance with their ability.

Children count confidently by rote and recognise numbers that are important to them. They readily choose number activities and enjoy number rhymes and songs. Games such as 'The Knickerbocker Glory game' help develop children's understanding of colour, number and shape. Children recognise the properties of simple shapes such as triangles, squares and circles. They use appropriate mathematical language during free play activities. Daily routine activities help children understand the concept of simple addition and subtraction. For example, counting cups at snack time and seeing if each table needs more or less.

Children enjoy experiences such as tasting and smelling food, listening to music and feeling a range of textures such as jelly. They respond enthusiastically during music sessions. They experiment with sound and enjoy clapping out rhythms using their sticks. Children use their imagination and express their ideas in a variety of ways. They enjoy role-play and become fully engrossed in the story line. Children express

themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences.

Children spend time learning about their immediate environment by going on outings. They investigate using their senses and play games that encourage them to explore objects and sounds. Children confidently use a computer and demonstrate good mouse control. A range of tools and equipment allow children to create their own models. They confidently cut the strips for their England flags and make their boats with great concentration. Children learn about different cultures and beliefs through the celebration of a range of festivals such as Diwali and Chinese New Year.

Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. They take opportunities to extend learning. For example, when children became interested in the window cleaner staff encouraged them to watch him use the wiper from "side to side and then up and down".

Helping children make a positive contribution

The provision is good.

Staff treat children with respect and value their individuality. Staff encourage children to enjoy all resources and activities. Planned work based on different religious festivals teaches children about different cultures. This helps children develop a positive attitude towards diversity. Children's spiritual, moral, social and cultural development is fostered.

There are excellent systems in place to support children who have special needs and those who speak English as an additional language. Staff are secure in their understanding of the code of practice, which means they are able to meet and plan for children's individual needs. They use systems such as Makaton to help children, who have learning difficulties, to communicate. Staff manage children's behaviour well and good explanation ensures children learn right from wrong. Staff make expectations of behaviour clear and give reasons for requests, ensuring children understand why certain behaviour is not acceptable and how it feels to be treated unkindly.

The partnership with parents and carers is good. Staff gather all relevant information on the registration form to ensure children are cared for according to parents' wishes. Parents and staff work together and share information about children's individual progress and development. Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home. Parents are encouraged to sign up for the parent rota. This effectively develops the relationship between home and the pre-school.

Organisation

The organisation is good.

Leadership and Management are good.

The room is very well laid out and staff show a clear understanding of their role in supporting the children in their play and learning. Children are well grouped and the key worker system ensures appropriate support and care throughout the session. Staff are suitably qualified. They regularly update their knowledge by attending relevant childcare courses. This ensures they have sufficient knowledge of current child care practices to support the care and learning of the children.

Staff deployment is effective and ensures children are well supervised at all times. Children are well grouped and the key worker system ensures appropriate support and care throughout the session. There are suitable contingency plans in place to cover for absences to ensure children always have appropriate supervision. All children receive good support from a staff group that enjoy their company and know them well. This helps children to feel secure and confident.

All documentation required for the safe and effective management of the pre-school is in place. This contributes to the welfare of the children.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group agreed to develop the staff's knowledge and understanding of risk assessment, to ensure written information is given to volunteers about their roles and responsibilities and to provide a written induction procedure for all new staff.

Regular risk assessments are carried out. This helps protect children from any hazards. Written information regarding roles and responsibilities and a written induction procedure for all new staff have been implemented. This ensures all staff and volunteers clearly understand their roles and responsibilities for the benefit of the children.

The group also agreed to provide drinking water for children to access easily. A drinking water dispenser is in the room and children can help themselves. This helps children have regard for their personal needs.

Nursery Education

In addition, the group agreed to use assessment to inform planning on a regular basis, ensure activities are matched to children's individual learning intentions and to regularly evaluate planning. Key workers understand their individual children's learning needs. However, children's individual next steps are not clearly documented to ensure each child is working to their full potential. Whole group planning is regularly evaluated to ensure it meets the children's needs and provides balance and challenge.

Also, the group agreed to introduce a staff appraisal scheme to monitor and evaluate the quality of teaching. Staff appraisals have recently been introduced. These identify

the staff's strengths and weaknesses and their development programmes to ensure they keep up to date for the benefit of the children.

Furthermore, the group agreed to encourage all children to explore adding and taking away through daily routines, practical play and rhymes and provide more opportunities for science activities, living things and objects for children to explore. Children enjoy a range of number rhymes and songs and the daily routine is used effectively to encourage the use of number. They benefit from a number of opportunities to explore living things, such as plants and pets, and to experiment with materials such as jelly and cornflour.

The group also agreed to provide labelling and visual aids to support children's mark making at the writing table and look at ways to make the book corner more attractive for children to use. The book corner has been repositioned to make it more accessible to the children. A writing table with a wide range of resources has not been developed to encourage the children's mark making skills.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children can independently access a wide range of additional resources to support their play, particularly with regard to reading, writing and drawing materials (also applies to Nursery education)
- ensure any concerns are reported to the relevant authorities, in accordance with the local safeguarding children procedures, without delay.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure individual children's next steps are clearly recorded and used to inform future planning, in order to develop a clear picture of children's progress through the stepping stones towards the early learning goals
- ensure children have frequent, planned opportunities to develop their reading and writing skills in accordance with their ability.

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