



Horsley Woodhouse Pre-School

Inspection report for early years provision

Unique Reference Number	206799
Inspection date	02 October 2006
Inspector	Anne McKay
Setting Address	Methodist Church Hall, Main Street, Horsley Woodhouse, Ilkeston, Derbyshire, DE7 6AU
Telephone number	07969 964842
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Registered person	Horsley Woodhouse 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Horsley Woodhouse Pre-School opened in 1993. It is independently run by a voluntary committee of parents and operates from the Methodist Church Hall in Horsley Woodhouse. A maximum of 20 children may attend at any one time. The pre-school is open each weekday during term-time only from 09:30 to 12:00.

There are currently 27 children aged from two to under five years on roll. Of these, 10 children receive funding for early education. Most children come from the local community. The pre-school supports children with special needs.

The pre-school employs six members of staff. Of these, three hold appropriate early years qualifications and two are working towards a qualification. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have their health promoted well by staff who follow thorough and effective health and hygiene procedures. They are protected from the risk of cross-infection by playing with clean toys and equipment. Tables are cleaned with anti-bacterial cleaner before being used to serve the snack and the staff and volunteers are vigilant in following safe procedures when preparing the food. Children learn to wash their hands as part of the familiar routine and understand that this helps to keep them healthy. Children have a drink and a nutritious snack at each session. They sit down together to eat in a relaxed and social atmosphere so they have time to enjoy the food and eat at their own pace. Children have access to fresh drinking water throughout the session so they do not become thirsty or dehydrated. Children enjoy really enthusiastic sessions of physical games and exercise. They are offered a good variety of equipment so they learn to jump, skip, climb and balance, developing their co-ordination and large motor skills. They enjoy group games that encourage them to play physically and games that encourage them to rest such as 'sleeping lions'. Health records are kept efficiently by staff and are shared responsibly with parents to promote continuity of care. All relevant health consents are in place to enable staff to offer care for the children and individual health requirements are carefully recorded so that children's individual health needs are monitored and provided for.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a bright and stimulating environment. Toys and activities are thoughtfully set out with some on tables and some on mats on the floor so they are accessible to all children. The space is well organised so children can move around freely and safely whilst exploring and choosing what to do. Regular risk assessments are undertaken to ensure children can play safely. This includes all areas where children are cared for and all toys and equipment. Children use suitable equipment and are supervised at a level that is suitable to their age, stage of development and level of understanding. Children are shown how to use equipment such as stilts during physical play or the scissors at the craft table. This enhances their enjoyment of the activities and means they are kept safe from accidents whilst developing their independent skills. Children are well protected by the staff's knowledge and understanding with regard to child protection. Staff attend relevant training and are able to put the child protection procedures into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the pre-school enthusiastically. They separate from their parents and carers with confidence and set off purposefully to explore the activities set out for them. They learn new skills through activities such as box-modelling, painting and sticking. Children enjoy exploring a variety of different textures in their messy play, seeking model insects in jelly and

looking for animals in wood shavings. They enjoy listening to stories together as a social activity and learn about colour, shapes and letters whilst playing. Children have positive relationships with staff and with each other. This means they settle quickly and securely to play and learn. Children are content either to play independently or alongside each other. They enjoy each other's company and begin to develop friendships. Children chat freely with each other and staff whilst playing and at snack time. Staff listen to children and take them seriously, answering their questions at a level that they can understand and respond to. Conversations develop and this promotes good social and communication skills. Children receive appropriate support to help them to learn new skills. Staff plan activities to promote children's development in all areas although there is no separate planning for the younger children. Consequently, they sometimes have some difficulty accessing activities that challenge them at the right level for them to enjoy what they are doing and to learn the skills they need.

Nursery education

The quality of teaching and learning is satisfactory. Staff generally have a good knowledge and understanding of the Curriculum guidance for the foundation stage and the principles of early learning. This means children have a balanced range of learning opportunities planned for them across the six areas of learning. Children are making steady progress towards the early learning goals. Staff undertake regular observations of the children and record these in their assessment records to help them plan for their next steps in learning. However, children's progress is not as effectively monitored as it could be because their starting point on the stepping stones is not recorded. All staff are involved in the planning and share responsibility for providing the activities. Children benefit from some good support from staff who ask questions that challenge children and help them to think. The learning outcomes are planned for the group as a whole and there is clear differentiation in the planning for children of different ages and abilities. However, there are some occasions when the support offered does not reflect a clear understanding of the way young children learn. The consequence of this is that some activities are led too directly by staff so children do not have the opportunity to develop new skills or to be challenged at a level appropriate to their ability.

Children are interested in the activities set out for them and generally play with purpose. They make choices and become engaged in their play. Children develop imaginative games, dressing up and evolving role plays in which they explore different roles. They enjoy a variety of creative activities, exploring different textures and techniques. They sing songs from memory and can follow basic rhythms with musical instruments. Some children can concentrate for sustained periods of time, for example when planning and constructing a model and most children concentrate well in groups, for example at register and at story time.

Children are good communicators and respond well to questions from staff that encourage them to think and to make connections between home and the pre-school. Children use language to interact with staff and with each other. They have opportunities to make marks during painting and drawing activities so they begin to develop confidence in early writing skills. Children are encouraged to write their names on a self-register when they arrive at the pre-school and on their pictures. Older children begin to form letters correctly.

Children are developing a familiarity with numbers but are not very confident in this area. They count together collectively as a group but are not as confident individually. Daily routines, such as snack time are utilised for counting practice, for example to see how many pieces of fruit there are but there are limited opportunities for children to develop their calculating skills. Children learn about everyday technology through the use of electronic toys and through access to two lap-top computers. They learn to use a mouse to negotiate basic programmes. Children develop a sense of time and space through their discussions with staff during stories, at register and snack time when they are asked questions that encourage them to make links between home and pre-school. Children's knowledge and understanding of the wider world is promoted when there is a relevant religious festival or cultural event in the calendar to discuss but is not routinely reflected in the planning. Children do have daily access to resources that reflect diversity.

Children are developing friendships and play co-operatively together. They are well behaved and are learning to share. They begin to develop independence skills, for example by pouring their own drinks at snack time. Children really enjoy their physical play. They do not have access to an outside play area but very good use is made of the indoor space. Children move around the pre-school and negotiate space with confidence. They use small tools such as scissors and glue-spreaders with developing skill and show good co-ordination. Children have access to a good range of equipment that is used effectively to promote their skills such as climbing and balancing.

Helping children make a positive contribution

The provision is good.

Parents are welcomed into the setting and can stay for as long as they wish to help their children settle in. Children's key workers work closely with their parents to ensure they have all the relevant information about individual children's needs so they can provide appropriate care for them. Information is exchanged verbally on a regular basis to ensure staff are up to date and to promote continuity of care. Children with special or additional needs are fully included in the pre-school. All activities can be equally accessed or are adapted to meet the needs of individual children. Staff work closely with children's parents, carers and other agencies to make sure they are promoting a positive outcome for all children. Children only access a small range of resources that reflect positive images of diversity so they have limited opportunities to learn about wider society or to explore aspects of their identity. Children develop a strong sense of belonging through their positive relationships and the familiar routines. They play co-operatively and begin to respect others by learning to share. Their behaviour is managed sensitively by the staff who use methods that are appropriate to each individual child. Children's behaviour is understood in context and the focus of the behaviour policy is on promoting good behaviour through lots of praise and encouragement. Through this approach, children develop confidence and positive self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. Children benefit from the positive links staff make between home and the pre-school. Parents are given information about what their children are learning and they have access to copies of the planning that are

clear and easy to understand. They are encouraged to support their children's learning at home through contributions to topic activities and to 'show and tell'. Parents can contribute to their children's assessment records and are invited to termly meetings to discuss their children's progress.

Organisation

The organisation is good.

Children are cared for in a well organised environment where available space is planned out for the maximum comfort and enjoyment of the children. Risk assessments are undertaken daily to ensure children can play safely and confidently. Thorough recruitment and vetting procedures ensure that children are cared for by staff who have the knowledge and experience to plan and implement activities that are suitable to promote their development. There is a strong commitment to continued training for all staff and any areas for improvement are identified and addressed. This means that staff increase their knowledge and understanding of child development and keep up to date on current issues. For example, staff are due to attend training on the 'Birth to three matters' framework and to attend diversity training. The setting's good practice is underpinned by comprehensive policies and procedures. All essential records are in place and are well maintained and up to date. Overall children's needs are met.

The leadership and management of funded children is good. The manager has a clear vision for the provision and has put secure plans in place to ensure continued improvement. The staff meet together weekly to evaluate the provision. They are able to identify their own strengths and weaknesses and to take action to address any areas of shortfall. They accept support and advice appropriately from the local authority. The established staff team work very well together. They have a strong commitment to improvement and are keen to develop practices that will further enhance children's progress towards the early learning goals.

Improvements since the last inspection

At the last inspection the provider agreed to make a number of improvements. A suitable sick child policy has now been put in place to ensure that children who are ill do not attend the nursery whilst infectious. This helps to protect other children from becoming ill. New staff who are employed now have an efficient and effective induction procedure to follow. This ensures they have all the relevant knowledge to implement the policies and procedures of the setting. The pre-school has made some improvements to their planning to provide children with opportunities to learn about equality and about wider society. However, the resources that reflect diversity are still limited and this has been identified as an area for continued improvement.

Parents of funded children are now given good quality information about the educational provision. They are able to contribute to their children's developmental records and to meet with staff to discuss their children's progress. This means that parents have more involvement in the setting and can more positively support their children's education at home. A system has been put in place to assess and record children's progress and this information is used to inform the planning for the children. Most staff have a secure knowledge and understanding

of the stepping stones and the early learning goals. They now use every day activities such as snack time to extend children's learning.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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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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):

- improve the planning and provision of activities and play opportunities for children aged from two to three years in line with the aspects and approach described in the 'Birth to Three Matters' framework
- further promote equal opportunities by providing access on a daily basis to resources that reflect positive images of diversity

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):

- develop the knowledge of all staff with regard to how children learn and ensure that methods and expectations used are appropriate to support and challenge individual children
- devise a system to assess children's individual starting points so their next steps in learning can be more effectively monitored and planned for
- continue to evaluate and plan for the development of children's learning in mathematical development and knowledge and understanding of the world

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