



Badgemore Pre-School

Inspection report for early years provision

Unique Reference Number	133685
Inspection date	19 October 2006
Inspector	Jan Leo
Setting Address	Hop Gardens, Henley-on-Thames, Oxfordshire, RG9 2HL
Telephone number	07867 660834
E-mail	
Registered person	Badgemore Pre-School
Type of inspection	Integrated
Type of care	Full day 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 inadequate - notice of action to improve. The registered person does not meet 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?

Badgemore Pre-School opened in 1983. It operates from a portakabin situated in the grounds of Badgemore Primary School in Henley-on-Thames. The pre-school is managed by a committee of parents and serves the local area. Children attend for a variety of sessions.

The setting is registered to accept up to 20 children from two to under five years and it currently has 20 children on roll. At present 10 children receive funding for early education. The pre-school currently supports four children who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 9.05 until 12.00 on Mondays, Wednesdays, and Thursdays, and from 09.05 until 15.00 on Tuesdays and Fridays. There are four staff members who work with the children and over half of them have early years qualifications to level 3. The pre-school receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from some good practice regarding hygiene in order to stay healthy. For example, they learn to wash their hands without help from an early age and do so very successfully after craft and messy activities. Hand washing, however, is not part of the routine before children eat their snack. Staff wear gloves when changing nappies, to avoid cross infection, and they change children promptly to keep them comfortable. Staff keep the eating areas clean, wiping tables before children sit to eat, but do not provide plates to contain mess and promote etiquette. Children benefit from fresh air and exercise each day because climbing equipment is available both indoors and out. Children eagerly demonstrate their independence by locating their outdoor clothes and changing their shoes before rushing outside to help get out the tricycles, scooters, and trucks. Staff are on hand for those who need help, but even some of the very young children prefer to do things on their own. A list of trained first aiders is clearly on display for all helpers to see. Accident and medication records are, in the main, clear and confidential. Some however have no date or contain insufficient information to be of value when monitoring hazards. Whilst the first aid box is well stocked, staff do not check it regularly to keep the contents within date. Mid-morning children eat a modest snack consisting of a piece of fruit and a cracker. Staff serve this with milk or water to sustain children until they get home, and they offer second helpings whenever stocks allow.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children play within a secure environment under the supervision of staff and helpers. A member of staff supervises the door at the beginning and end of the day, in order to ensure they hand over and receive children safely. In addition, they chain the exit door throughout the session to enhance security. At times, there are insufficient staff for the number and age of the children present, resulting in a breach of the conditions of registration. Helpers receive a briefing regarding their duties and comply with expectations. However, although staff are aware that young students must not be alone with children, they do not supervise adequately at all times. Children have a reasonable amount of space to move around freely as they play and they learn to use equipment safely to avoid injuring themselves or others. Staff complete only a very basic risk assessment and do not review it regularly to ensure it meets the changing needs of the children who attend. The policy regarding fire procedure states that staff will conduct two fire drills each term in order to familiarise children with the emergency evacuation plan. Staff do not follow their policy and practices are irregular. Staff have a clear child protection statement defining their responsibility but it does not contain the necessary information in order to comply with regulatory requirements. Some staff are unclear about how and when to refer child protection concerns.

Helping children achieve well and enjoy what they do

The provision is good.

All children form good relationships with staff in order to feel secure within the setting. They freely choose what to do and access resources without help to develop their independence. Staff prepare the room before children arrive to ensure the activities appear welcoming. As a result, children are eager to play and show a real enthusiasm for participating. Most children separate easily from their parents or carers when they arrive, and staff scoop children up for a cuddle to overcome any brief moments of upset. All settle quickly and join with friend to play together and enjoy their day.

Nursery education.

The quality of teaching and learning is good. Staff usually join in play, interact well with children, and develop activities to extend children's thinking and interests. As a result, all children enjoy attending and getting involved in the practical activities. Occasionally staff concentrate solely on their planned learning outcomes for the day, and fail to make the most of children's natural curiosity and interests by linking child initiated play to the curriculum. Staff plan an interesting and varied programme, which encourages children to try everything on offer. They enjoy joining in adult led activities, making cakes or painting butterfly pictures, and staff never force them to participate. Staff monitor what children can do, making observation notes to include in the children's progress profiles. Staff do not use some of the paperwork to full advantage. For example, the aims of activities are not consistently included in the planning and some profiles have no dates. This results in less information available when planning for children's next steps and more able children, at times, having insufficient challenges.

The children are, in the main, very sociable, friendly and interested in everything around them. They are becoming increasingly independent because staff encourage them to choose what to do and access resources at will. Some confidently assert their opinion, deciding for themselves whether to go indoors and join group activities. Some seek out friends, calling out their name and saying 'where are you?', only to hear the reply 'I don't know' because the child preferred to play alone. The children talk freely about their home life and happily share information that is important to them. They listen to what others say, take turns to speak, and respond appropriately when in conversation with others. Children enjoy chalking, drawing and painting and regularly have access to a range of media to practise mark making. Staff encourage children to 'name' their work and they do so proudly, eager to show off their skills. Children have fun guessing the day of the week when given the initial sound, and successfully list other words starting with the same sound. Children use a variety of small tools throughout the day and are gaining control over their fine motor movements.

Children practise counting and number recognition regularly at circle time with some children confidently leading the counting. Some successfully count to seven alone and correctly add one to the total when a late comer arrives. Children use numbers freely in their own games and show an understanding of mathematical concepts by, for example, comparing the size of their hands while sitting together at snack time. Children learn about weight and measure through activities such as making a height and weight chart to compare the size of the children who

attend. Staff do not routinely link learning to reinforce children's understanding by, for example, using scales and different sized spoons when cooking.

Children learn about the wider world through topic work, show and tell and a variety of practical activities. Staff talk to children as they play and extend children's discussion to develop a sense of time and place. One child chatted away happily while playing in the sand, saying 'I went to the beach, last night, tomorrow'. Children successfully construct train tracks, working together until they are satisfied with the layout. They help each other on the computer, advising on where to go next and how to proceed. Some twiddle buttons at the bottom of the screen and peer closely to see what effect it has. The children show interest in learning more about things.

Children have regular opportunities to develop their strength and co-ordination because they climb, slide, and scoot outdoors. Most steer well, avoiding collisions even when moving at speed. Children participate in indoor activity if the weather is bad, with staff adding a trampoline and other large equipment to the slide and climbing frame, which is normally available. The setting forges close links with the school and as a result, children can use the school facilities for a weekly physical education session. This variety of activity helps children develop a healthy lifestyle and results in them moving with control and agility.

Children thoroughly enjoy role-play and value the involvement of adult helpers. They copy staff in the cooking activity, to make 'zebra' cake for the adults, cutting and rolling before thrusting a teaspoon full of play dough forward for tasting. Most eagerly create a butterfly painting and swiftly learn how to paint only half the paper before folding and pressing it together to spread the paint around. They have some creative freedom to express their ideas, but choose the colours from four pre-prepared paint pots and receive advice to stop before they spoil it. Staff deliver some craft activities on a one to one basis, which results in those who have to wait for a turn, losing interest and moving to an alternative activity.

Helping children make a positive contribution

The provision is good.

Staff welcome children and adults on arrival, and share themselves fairly throughout the sessions to ensure all children feel part of the group. They talk to children freely about their home life, interests and preferences in order to help children learn to accept diversity and, as a result, all children get on well together. A number of children speak English as a second language and staff make good use of school connections to help break down communication barriers, calling on Polish speaking children and teaching assistants within the school to explain the routine. The children are very polite and frequently remember their manners without prompting, apologising when knocking into an adult with a toy train, and thanking the monitor for a biscuit. Noise levels rise and some minor squabbles develop when children get fidgety while waiting for activities to change, or when staff are distracted. Staff address these disagreements appropriately and remain calm in order to restore harmony promptly. Staff develop informal communication with parents in order to help them feel able to discuss their children at any time. Staff send out a brochure to all new families giving details of how the group operates and they display essential information prominently. As a result, parents are happy with the provision.

Nursery Education.

The partnership with parents and carers is good. Staff keep them well informed about their child's day through regular discussion at drop off and collection times, termly or half-termly newsletters and parents' interviews. A key worker system operates to ensure parents and carers know who to speak to for detailed information about their children's progress. Families can see their children's records at any time but a lack of dates in the profiles makes it difficult to measure children's rate of progress. Parents and carers receive notification about topics and themes in order for them to continue learning at home if they wish and become more involved in what their children do.

Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is inadequate.

The setting fails to meet the needs of the range of children for whom it provides.

Children benefit from a clear daily routine and balanced programme of activities to help them know what comes next and enjoy their day. The staff work well together and all have several years experience in caring for children. In practice, much of what they do is good, but there are some inconsistencies and failings, which impact significantly on safety. Staff attend training to increase their skills and knowledge, and share information with colleagues for consistency. All the documentation is in place but policies are brief and some lack the essential information as required by regulation. The committee and staff review policies occasionally but do not check them thoroughly to remove outdated information and ensure they match current practice. Some of the standards and guidance documents are not available for the committee or staff to see and, as a result, they are not fully aware of the legal requirements.

Nursery Education.

The leadership and management of the provision are good. The staff know all children well and build good relationships to help them develop an enthusiasm for learning. They manage the day well to provide a variety of learning opportunities within a familiar routine. Staff work well together to support children's learning and development, and they meet regularly to plan children's next steps. Some of the detail is lacking from records, for example useful evaluation of activities to help set appropriate challenges in future plans. Staff receive regular appraisals and their ongoing personal development is supported and encouraged by the committee.

Improvements since the last inspection

Following the last care inspection, the group was required to make individual accident records confidential, improve hand-washing facilities, and include Ofsted's contact details in the complaints policy. The setting now records each accident on a separate page to ensure information about children is only disclosed to their own family. Paper towels and liquid soap are provided for effective hand washing but children do not learn to wash their hands before

snack in order to remove germs before they eat. Ofsted's contact details are included in the complaints policy and issued to new families in the brochure.

At the last nursery education inspection, the staff were asked to develop planning and record keeping to identify children's progress and move them on, and to include differentiation in planning to identify clearly the needs of the younger and the more able children. Planning and record keeping has been changed several times in order to link with the school planning but it currently does not provide all the required information clearly. Whilst children's progress is recorded, the rate of progress is not clear and activities are often planned at one level with no increased challenges or adaptations noted to suit different abilities.

Additionally, the pre-school was asked to provide opportunities for children to become more independent and develop their creative skills. Children are now very independent because they are encouraged to access resources, wash hands without help and try things for themselves before being given help. They have some creative freedom when participating in planned activities but are steered towards the desired aim in order to meet expected learning outcomes.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require 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.

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

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, the registered person **must** take the following actions:

- ensure staff ratios meet the minimum requirements at all times
- improve knowledge of the child protection procedure and make sure the child protection policy includes arrangements to safeguard children from abuse or neglect, and the procedures staff will follow should allegations of abuse or neglect be made

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 planning to show clearly the aims of the activities and increased challenges for more able children
- improve the consistency of the teaching to routinely develop the curriculum through child initiated activities and children's natural curiosity.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk