



## Goring & Cleeve Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	133694
<b>Inspection date</b>	28 November 2006
<b>Inspector</b>	Jan Leo
<b>Setting Address</b>	Goring Primary School, Wallingford Road, Goring On Thames, Reading, Berkshire, RG8 0BG
<b>Telephone number</b>	01491 875036
<b>E-mail</b>	
<b>Registered person</b>	Goring and Cleeve Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Goring and Cleeve Pre-School registered in 1995. It is a committee run group operating from a single storey building within the grounds of Goring Primary School. There is an enclosed area for outdoor play and the provision has use of the school facilities. In addition, the children participate in a regular weekly visit to a woodland area for a forest school. The group draws children from Goring and the surrounding villages.

The pre-school is registered to accept up to 24 children from two to under eight years and currently has 58 children on roll. Of those, 45 children receive funding for early education. The setting supports children with special needs.

The pre-school is open from 09.00 until 11.35 on Tuesdays to Fridays and operates a slightly shorter session for the younger children on Monday mornings. Afternoon sessions run from

12.45 until 15.20 Monday to Thursday each week for children over the age of three years. It is a term time only group.

There are eight members of staff working with the children, all of whom hold childcare qualifications to level 2 or above, and two are qualified teachers.

The setting receives support from the local authority and works closely with the school.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about hygiene from an early age in order to develop good habits for later life. They competently wash their hands without help from staff, and they clean tables thoroughly to remove dirt and germs before eating. Staff keep children dry and comfortable by changing them promptly and nappy changing facilities are out of sight to preserve children's dignity. Staff support parents and carers who are toilet training their children in order to provide a consistent approach and achieve results without upset. Children play in a clean environment because staff follow a cleaning checklist to make sure they cover all areas. All staff have first aid certificates and they keep the first aid box well stocked and up to date in order to treat injuries effectively. All accident and medication records are confidential. Staff obtain full information about children's health and dietary needs in order to provide suitable nutritious snacks and drinks. They display this information clearly in the main room to remind all helpers of children's individual requirements but visiting adults can also see the information, compromising confidentiality. Children sit sociably in small groups when eating their snacks of fruit, milk or water and staff talk to them about their favourite foods and different flavours to encourage all to try what is on offer. Staff do not currently provide children with plates to promote etiquette.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a very secure environment under the close supervision of staff at all times. Staff diligently watch children arrive and leave the group to make sure they are with the correct adult, and they pay attention to what is happening in all areas of the building regardless of what they are doing themselves. All adults connected to the provision appreciate their responsibility to keep the environment safe for children and they automatically mop up spills and keep the floor clutter free to prevent accidents. The children practise fire drills in order to learn how to evacuate in an emergency, and staff hold a list of who is present to ensure all take part. Children play with a wide range of resources that staff maintain in good condition to avoid injury. The staff and committee work together to complete risk assessments for the setting, outdoor areas and trips to the forest school. This enables them to minimise hazards and identify aspects of safety that are suitable to include in children's learning and development programme. All staff have a thorough understanding of how to safeguard children and follow their policy if they have concerns about a child.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children benefit from a programme of free play and organised activities set within a daily routine to ensure they know what to expect and settle quickly. They bring fruit each day to hand to staff in order to make connections as soon as they arrive and ease separation from their parents. This helps children feel important and part of the group and, as a result, they rapidly choose what to do and settle down to play. The children play exceptionally well alongside each other, alone and in small groups and all are enthusiastic learners. The staff join in wholeheartedly to develop children's ideas and understanding. They interact skilfully to help children make sense of things and reinforce what they learn. Staff successfully follow the principles of Birth to three matters and they advise parents and carers of the programme in order to help them become more involved in their children's development and relieve anxiety when leaving children for the first time. As a result, the children form extremely good relationships with adults, feel very secure within the setting and thoroughly enjoy their day.

### **Nursery Education.**

The quality of teaching and learning is good. Staff join in all activities unreservedly, moving around to offer all children the support they need. They link learning to make it relevant and introduce humour to make sure children have fun. For example, children laugh as they rise to the challenge when staff play a trick by holding name cards upside down for more able children to recognise. Staff plan meaningful practical activities such as making presents for Christmas and they retain some level of flexibility in order to repeat or develop ideas to suit children's needs. The staff operate a key worker system to enable continuous observations of children's progress to help in planning their next steps. This results in key workers knowing their children well and being able to offer appropriate challenges most of the time. However, there is no differentiation included in the planning to ensure that the more able children consistently have sufficient challenges to reach their potential when working with different staff or adult helpers.

The children are all very sociable and eagerly seek out friends to share ideas and work together. They join in activities with confidence and show interest in what others are doing. The children know the format of the day and willingly help with routine tasks, such as clearing away before refreshments; some taking turns to pack toys away before four jointly carry the box to its base with one holding each side to make the task easier. Most children try to locate their name in order to hang up their belongings and some recognise their names very easily. All children enjoy mark making using different media and the more able children form recognisable letters and complete their own name without help. Children correctly link sounds and letters bringing in items such as ladybirds climbing a lighthouse when the letter of the week is 'L'. Children listen well to staff and successfully follow a chain of instructions, developing their memory and displaying their level of understanding. Children like books and staff ensure they have sufficient time to enjoy and absorb the story. Children have regular opportunities to count individually and as a group. Some children can say what comes next when discussing how old people are and some successfully count to 16 alone when chosen by staff to count who is present. The children point to each child in turn, when counting, to indicate their understanding of numbers. Children enjoy completing complex jigsaw puzzles, competently rotating pieces to ensure they fit correctly. Staff join in play to introduce mathematical language regarding number, size and

position when, for example, children build tall towers with wooden blocks. As a result, children are developing a good understanding of mathematical concepts and use numbers freely. Children have excellent opportunities to experience outdoor learning and widen their knowledge of the natural world because they regularly attend the forest school. This facility enables children to see and feel nature while learning about the safety aspects of outdoor life and the country code. Children have regular access to a computer and are developing good mouse control. As a result, they navigate through programs with relative ease to herd hedgehogs into baskets or find the cat. Some children watch with interest to see what friends are doing, learning from each other and feeding their natural curiosity. All children have daily opportunities to develop their creative talents using a pre-selected and prepared range of materials and equipment. Children decorate hats using their own ideas, some sticking on feathers and pom-poms while others draw patterns meticulously with coloured pens. Some of the more able children are capable of cutting and shaping the work themselves and of deciding on the best resources for the job. Staff also provide opportunities for children to recreate an object, such as a robin to test their ability to recognise shapes, position and colour. The children relish the task, knowing it is a present for a loved one and all impose some of their own personality on the finished result. Children have opportunities for role-play in order to develop and share their ideas but they are frequently more interested in the other activities on offer. They enjoy singing and do so enthusiastically. Some confidently sing alone and share favourite songs with visitors, remembering every word without prompting. Children have a designated outdoor area for their sole use and also have use of the school facilities, which provide large equipment for climbing and balancing to offer increased challenges. Children move well in a number of ways and confidently dash about outdoors without colliding. Children are developing an understanding of their personal needs and independently put on their coats, holding the sleeve of their jumper to avoid discomfort.

### **Helping children make a positive contribution**

The provision is good.

Children feel welcome because they build good relationships with staff and their peers. All have the support they need to join in and develop, and staff value their opinions and feelings. For example, when a child is reluctant to put her book away at snack time, staff suggest they put it to one side for later and allow the child to continue reading until her snack arrives. This makes it easy for the child to comply with staff's wishes without conflict, while retaining some control over her decisions. This results in children gaining confidence and feeling very secure. Staff support children with special needs and draw up individual plans with achievable targets to ensure their continuing development. The staff keep the outline of individual programmes alongside the weekly plan to remind all adults of specific goals and how to achieve them. They remove children's names to preserve confidentiality. Children have regular opportunities to join in group activities in order to make friends, learn to share, and take turns. The staff act as very good role models for children to follow and as a result, the children behave exceptionally well. The partnership with parents and carers is good. Staff provide information about the curriculum and involve parents in their children's learning. For example, parents help on a rota to see first hand how the group operates, and they receive information about topics and themes in order to provide resources or share information and talents relating to the project. Helpers have a thorough briefing in order that their duties are clear and staff value their contribution

highly. The staff have an open door policy to build good channels of communication and families can see their own children's records at any time. Spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The leadership and management of the provision are good. Children benefit from a varied programme set within a daily routine to offer security. The activities give children a good balance of free play and adult led opportunities, indoor and outdoor learning. The staff and committee work very well together, to monitor and address hazards in order to preserve children's wellbeing, and they ensure helpers receive a thorough briefing to maximise their value. As a result, children receive a high level of attention in order to benefit fully from their time at the provision. All of the documentation, required by regulation, is in place and generally kept to a very good standard. However, the daily record of attendance does not include details of arrival times if children are late. The staff and committee meet regularly to review and update policies in order to make sure they remain relevant and effective. The committee continually monitors practice and supports staff's continuing development in order to keep standards high.

### **Improvements since the last inspection**

At the last care inspection, the provision was asked to improve confidentiality of accident and medication records. The staff now ensure that each entry is on a separate sheet and only seen by the parents or carers of the child concerned.

There were two recommendations set at the last nursery education inspection. The first required improvements in the support for children with English as a second language, and the second suggested staff consider ways of recording and evaluating learning to keep standards high.

Staff have developed very skilful interaction and follow a basic routine to ensure children know what to expect. They support children closely and give clear instructions, with the aid of pictures and labels, to help children become fully involved.

Staff now consistently observe children and keep their individual profiles up to date to measure progress and identify next steps. Planning is being more closely linked with early learning goals in order to further children's progress but it is not currently used to detail specific objectives for the more able children.

### **Complaints since the last inspection**

Since the last inspection 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 organisation by ensuring the daily record of attendance accurately reflects children's time of arrival and departure, children's health information is not on public view, and plates are provided at snack time to promote etiquette

#### 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):

- include differentiation in planning to consistently provide children with sufficient challenges.

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