



Harbury Pre School

Inspection report for early years provision

Unique Reference Number	200616
Inspection date	11 December 2006
Inspector	Anne Felicity Taylor
Setting Address	The Wight School, High Street, Harbury, Leamington Spa, Warwickshire, CV33 9HW
Telephone number	07833 597973 or 01926 613786
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Registered person	Harbury 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?

Harbury Pre-School opened in 1972. It operates from part of a converted Victorian school in Harbury, Warwickshire. The front of the building is the library and the pre-school uses kitchen and toilet facilities in the library area. A maximum of 20 children may attend the setting at any one time. The pre-school is open on Monday from 12.30 to 15.00 and on other week days from 09.05 to 12.00. Children are offered the option to stay for lunch until 13.00. The setting is open in term time. Children attend for a variety of sessions. There is a fully enclosed outdoor area with a safety surface available for outside play.

There are currently 30 children from two years nine months to five years on roll. This includes 13 children in receipt of funding for early education. Children generally come from the village and the surrounding villages and rural area. The setting supports children with learning

difficulties and children with disabilities and is able to support children who speak English as an additional language.

The pre-school has six members of staff. Of these, four hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a very good understanding of importance of personal hygiene as they follow the routine of the play session. They wash their hands after messy play and before snack and lunch, with staff offering gentle reminders and consistent guidance and support. Liquid soap and regulated warm water are available. Comprehensive health and hygiene, and safety, health and hygiene policies are in place, supporting staff in their practice. Parents are kept fully informed about any events during the day as clear and comprehensive procedures are carried out, for example, accident and medication recording. Permission for emergency medical treatment is requested on admission forms. However, these are not always completed in full causing a risk that children may not be cared for according to parent's wishes. There are always staff on site with current first aid training and easy access to a first aid box. Effective emergency procedures are in place and therefore children are generally cared for very well if they have an accident or become ill.

Children enjoy snack time and lunch time which are both happy social occasions. They have a snack bar and develop good independence skills as they help themselves to fresh fruit and crackers and milk or water. Children chat to their friends and help each other as they take responsibility for clearing away their cups. Food is stored safely as refrigeration temperatures are monitored. Parents are encouraged to put an ice pack into lunch boxes or to put protein foods into the refrigerator. Staff join the children at lunch time and effectively promote healthy eating as they discuss with the children foods which will help them to grow and make them strong. Children are well nourished.

The outside area at the pre-school is used as an extension of the indoor learning areas and for energetic physical play. Therefore children are offered a very wide range of physical activities that contribute to their learning, health, well-being and physical development. All the children benefit from the easy free-flow access to the outside play area, which is always well supervised. They enjoy making music in the fresh air, playing in the sand and building an extensive track for the train. Walks to local amenities encourage the children's understanding of their community and develop an understanding of the seasons and nature, for example, to the park to climb and balance on fixed equipment and to collect leaves on the Autumn walk. Parents are fully involved in trips further a field for physical play and fun with their children, for example, to Saint Nicholas park for a picnic.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming and secure environment where they are greeted individually with warmth and friendship, therefore relationships are strong. Children's work is displayed attractively and there is an informative parent's notice board. The pre school area is organised to be exciting and interesting for the children, with a wide variety of activities and play set out for their arrival. Therefore children settle down quickly to worthwhile activities.

Children use high quality equipment appropriate to their age and stage of development. Attractive, comfortable and well-organised areas around the setting effectively encourages imaginative play and looking at books. Children use suitable and safe equipment which is checked as it is used, and staff always ensure that it is clean. Children also explore natural materials, increasing their curiosity and knowledge of the world around them, for example shells and leaves. Children help to tidy up and are encouraged to be careful with equipment, therefore learning to care for the toys.

Children are developing a good awareness of safety as they discuss the 'Golden Rules' that are in place. They understand the need to do 'good sitting' to avoid hurting others. All fire and electrical equipment is checked routinely, ensuring it is safe. However these checks are not recorded in the fire log which is therefore incomplete. Evacuations are carried out regularly ensuring children are familiar and comfortable with the procedure. Children respond well to the boundaries set by staff, including safety for indoor play, with quiet reminders not to run. Staff deployment plans are clear enabling staff to be vigilant about children's safety at all times. There are well-maintained risk assessments.

Children are protected from abuse or neglect. Staff attend training and appropriate policies and procedures are in place. There is designated member of staff taking responsibility for child protection. Generally all staff are aware of the signs to look for and the procedure to follow. However child protection procedures are not clearly referred to in the induction pack and therefore new staff members may be unsure of the appropriate procedure.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children really enjoy their time at pre-school. They achieve exceptionally well because the skilled staff team create a caring, warm and exciting environment where the children and parents feel welcome and valued. Staff display a comprehensive understanding of the Foundation Stage curriculum and are beginning to incorporate 'Birth to three matters' very successfully into planning. Children are therefore provided with an impressive variety of well planned activities which contribute to their development and learning. Routines are flexible and adapted very well to meet the individual needs of children attending. Children are confident and secure and they display great warmth and affection for staff, with staff reciprocating appropriately. Parents have first-class lines of communication with their key worker and all the staff. The special relationship with staff enables parents to be comfortable approaching staff at any time.

Younger children are very well supported by staff as they settle in to the pre-school. Settling in is adapted successfully for the individual family, effectively increasing the parent's confidence in the setting. Children benefit from the knowledge staff develop about them, ensuring individual needs are always met. Parents are able to discuss any specific need their child may have and also complete a comprehensive information form. Therefore staff have all the knowledge they need to understand the uniqueness of each child.

Nursery Education

The quality of teaching and learning is outstanding and children are progressing extremely well through the stepping stones towards the early learning goals. Children benefit from the clear and comprehensive planning which is in place including staff deployment, resources needed, learning objectives and evaluations. Children are excited and motivated to learn and try new experiences as they move between the stimulating activities, with staff supporting and guiding them.

Children are extremely comfortable in their surroundings, and are excited and motivated to learn. They concentrate extremely well as staff re-visit the group rules before they listen to the story of the Nativity. Children are developing close friendships and improving their negotiating skills playing alongside and cooperatively with friends. With the enthusiastic guidance of staff, they select from the play available or request specific equipment, organising themselves to take turns and share, for example, as they create presents for Baby Jesus using a variety of tools and equipment. Children develop a respect for each other and property, as staff encourage kindness, good manners and thinking of others, and when they help to tidy up. They gain an understanding of their local community as they enjoy an Autumn walk and are visited by people who help them, for example, the Health Visitor talking about baby care. Children develop impressive independence skills as they help themselves to fruit, crackers and a drink at the 'snack bar', and clear away when they have finished. Children flourish and behave very well within the flexible busy routine.

Children are confident communicators, discussing their families and plans for the future, for example, as they talk about plans for the Nativity Song Time the next day. They appreciate the wide variety of books available to them and they are learning how to use books for facts and for stories. They love listening to a story using headphones and concentrate well and join in enthusiastically as they listen to 'Dog's Colourful Day'. The splendid use of name cards for self registration, on coat pegs and at the snack bar ensures that the children are challenged as they develop early reading skills. Older children are forming letters well as they label their work. Opportunities to write are being encouraged within imaginative play as children 'make notes'. Staff display skill as they extend the children's vocabulary as they look at patterns made by different scissor blades.

Children are offered many splendid opportunities to count during routine activities, for example, as they count heads at registration time and count dots on the dice. Planned and routine activities are used consistently to build upon the children's learning in solving problems as staff introduce mathematical language, for example, 'how many more do we need?'. They recognise numbers very well as they see clear displays throughout the nursery. Children learn about volume as they have lots of fun in water and sand play, counting the shells they find as they

play. Patient and supportive teaching at the computer encourages children to recognise shapes alongside successfully developing skills using the mouse.

Children are thrilled and enthusiastic as they take part in a well-planned visit to local allotments. They learn about growing vegetables and looking after chickens. They subsequently enjoy looking at photographs of the visit and recording their thoughts. They make a thorough investigation of how a bicycle works, drawing diagrams with written explanations, gaining an excellent understanding. Children become more familiar with time as they discuss the make up of their families and events at home. They gain an understanding of others as they welcome new children and visitors into the nursery and as they celebrate a variety of festivals. Opportunities to use every day technical equipment are very good, including key boards, telephones and the computer. Their curiosity to discover about their world is supported as they use magnifying glasses to take a close look at leaves and conkers.

Children are offered a marvellous variety of creative activities to stimulate their imaginations and express their feelings with confidence. They create a colourful and interesting Christmas decorations using a marvellous variety of textures and colours and really enjoy creating the donkey costume for their production. Children respond with wonder to classical music carols and then sing their own carols enthusiastically and with joy. They anticipate their Nativity play, dressing up and acting out the story with confidence. Many different painting opportunities are offered to the children, giving them an understanding of colour and shape and enabling the children to express their feelings freely, for example, spray painting outside and creating paintings of themselves.

Children's achievements and progress are observed and recorded with great precision. Planning records are linked successfully to the stepping stones and observations are used to plan the next steps for a child's learning. Individual learning objectives are clear from children's records and work and staff deployment ensures children are excellently supported and challenged appropriately. Staff are very skilled at adapting learning to meet the needs of the individual child, ensuring that children with learning difficulties and children with disabilities, and children who speak English as an additional language are given appropriate consideration. Children are encouraged to concentrate very well on activities. Staff praise and encourage the children, who are happy and comfortable in the caring and stimulating learning environment where they feel valued as individuals.

Helping children make a positive contribution

The provision is outstanding.

Staff value and respect the individuality of the children and their families and therefore all children are welcomed into the setting and play a full part in all routine and organised activities. Children develop a positive attitude to others as they follow the admirable example set by the staff. They learn about their local community and the wider world through wide-ranging projects, for example, taking part in the village carnival and celebrating festivals. Children have access to a broad range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability. They love looking through an album of photographs of their friends and the staff, effectively developing the children's awareness and understanding of others.

Children's individual needs are met exceptionally well. Any special requirements are discussed and consistent communication and information exchange takes place between staff and parents. The needs of children are recognised and met sensitively. Settling in sessions which meet the individual needs of the family ensures that trusting and special relationships are built up. Children's progress and achievements are observed and extensive records are kept. Therefore their on-going care and learning needs are met very well, for example, planning to challenge the children and increase their skills. Equipment is in place to ensure all children are included, for example, a hand propelled vehicle. Children delight in practising singing and using sign language for one of their Christmas songs, 'Silent Night'.

Children's social, moral, spiritual and cultural development is fostered appropriately as staff encourage the children to take turns, share and to be considerate and helpful. Children display a commendable understanding about the feelings of others as they care for a friend who is hurt. They display a depth of understanding of good behaviour through the consistent boundaries being set and the age appropriate methods staff use to manage behaviour, for example, explanation and quiet reminders. Children respond very positively to the praise offered as they help to tidy up, and for their achievements and their self-esteem is enhanced. They are very proud when they receive a sticker for outstanding effort or exceptionally good behaviour.

The partnership with parents and carers is outstanding. This contributes significantly to the children's well-being in the pre-school. Children are exceedingly happy and flourish due to the exceptionally strong, open relationships between parents and staff, effectively developing the involvement of parents in all aspects of their child's care and learning. Parents appreciate the easy access they have to their key worker and all the staff, and they are delighted with comprehensive achievement records and photographs compiled about their child. The flexible settling in procedures and the open door policy at the setting, encourages their understanding and confidence. The pre-school booklet, regular comprehensive newsletter and the informative notice boards ensures that parents are extremely well informed about the setting and learning objectives. Impressive links with the local community, for example, through the local newspaper, ensures community involvement and support for the setting. Parents display great commitment to the pre-school, acting as volunteers, serving on the committee and attending events and celebrations, for example, the Nativity Song Time.

Organisation

The organisation is good.

The pre-school provides a safe and caring environment where children have lots of fun and learn effectively. The premises is very well organised with the indoor and outdoor space used to maximise play opportunities. Consideration is given to children wishing to develop their own play with friends with minimum supervision, and to children completing quiet activities.

The joint leaders of the setting are very experienced and hold appropriate qualifications. The leadership and management is good. Weekly planning meetings ensure that staff are fully involved in planning play and curriculum activities and are confident with their deployment. Staff take on additional responsibilities and are clear about their roles, for example, training and development and community liaison. They are offered many opportunities to complete short courses in order to add to their skills and knowledge and for them to keep up to date

with developments in early years, for example, behaviour management and speech and language. They are also supported well and encouraged to complete appropriate early years qualifications. This ensures that children are cared for by staff with an up to date knowledge of developments in early years. Senior staff are not always effective at sharing some of the positive teaching strategies used to further enhance the children's excellent learning. Staff display an impressive knowledge and understanding of the Foundation Stage and are becoming more confident in the use of 'Birth to three matters'. The staff team and the committee work with great dedication to enhance the care and education offered at the pre-school.

Staff work very successfully in partnership with parents and carers and the policies and procedures in place support this. Generally all the required documentation is in place and reviewed regularly which contributes to children's health, safety and well-being. Children benefit as their families are welcomed and fully involved with the pre-school and the subsequent community links and events. Overall the range of children's needs are met.

Improvements since the last inspection

Following the last integrated inspection several actions were imposed and some recommendations were made. Most of the staff now hold appropriate early years qualifications and are offered many training opportunities. Therefore staff have a very good understanding of the Foundation Stage and they ensure that the comprehensive assessment and observation systems in place meets the individual learning of children, and informs planning well. Very good teaching ensures that activities are adapted appropriately to learning needs and that children have many opportunities to develop their mathematical understanding and to recognise their own names. Children have plenty of opportunities and time to develop creative ideas, using their imaginations well and expressing their feelings.

The organisation and record keeping at the setting is well organised and maintained and therefore Ofsted is kept fully informed about any significant changes or events. The setting always complies with the conditions of registration.

Comprehensive risk assessments and clear staff deployment plans are in place, therefore children are always supervised indoors and outdoors. The pre-school floor has been replaced and is now safe. Policies, procedures and additional equipment are in place that ensure children develop positive attitudes to others. Staff have completed behaviour management training and children displaying challenging behaviour are now treated in a consistent and appropriate way. Generally, permission for emergency medical treatment is in place for each child and all policies and procedures are reviewed regularly, ensuring children are well cared for according to their parent's wishes.

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.

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 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 all permission forms are completed by parents for each child, including for emergency medical treatment
- ensure a fire safety log is kept that includes the checking and maintenance of fire safety equipment
- ensure there is a clear statement regarding child protection procedures included in the induction procedure.

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 all positive teaching strategies are shared amongst the staff team to develop further opportunities for effective learning.

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