



Tiddington Pre-School

Inspection report for early years provision

Unique Reference Number	200821
Inspection date	14 March 2007
Inspector	Sally Wride
Setting Address	Alveston Church Hall, Main Street, Tiddington, Stratford-upon-Avon, Warwickshire, CV37 7AZ
Telephone number	01789 268390
E-mail	
Registered person	Tiddington 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?

Tiddington Pre-School originally opened over 40 years ago, operating under its current registration since 1993. It operates from Alveston Church Hall in the village of Tiddington near Stratford-upon-Avon. The group has sole use of the main room, toilets and kitchen during the hours of operation. There is a fully enclosed outside play area and the group also has use of adjacent playing fields. The setting serves the local area and has links with the local school.

A maximum of 24 children aged from two to five-years-old may be cared for at any one time. There are currently 15 children from two to four-years-old on roll. This includes eight funded children. Children attend for a variety of sessions. The setting has procedures in place to support children with learning difficulties and/or disabilities, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:30. A lunch club is provided as part of the session.

There are three staff who work with the children. Two of these have an early years qualification to National Vocational Qualification level 3. The setting receives support from a mentor teacher from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a clean and well maintained care environment and enjoy participating in tasks to keep the room and equipment tidy. Although children wash their hands at appropriate times, they often share the same bowl of hand washing water. This does not minimise the risk of cross-infection to support their good health. Children have a developing understanding of why they wash their hands, for example, one child said 'we wash them with soap and water' and another child said 'it's to make them clean'. Staff develop children's understanding through discussions as they are washing their hands, explaining that they are washing away the germs. There are effective procedures in place if children become unwell whilst in attendance at the setting and all of the required health documentation is well maintained.

Children have regular opportunities to learn about the importance of leading a healthy lifestyle. They engage in physical activity each day, both indoors and outside. They play hoopla with toy ducks and hoops, developing their aiming and throwing skills. They eagerly engage in play on the climbing frame, climbing up, jumping off and sliding down the slide. They benefit from staff involvement and interaction as staff talk to the children about how to land correctly when they jump off. Children are proud of their own achievements stating 'I did a super jump' and 'I jumped like a rocket spaceman'. They use the climbing frame to create dens, playing imaginatively and acting out the roles of bears. They enjoy action rhymes and songs, jumping along to 'five little speckled frogs' as they recreate and act out the song. They use different coloured bean bags to throw into a target bin, which is moved to ensure that children are appropriately challenged in line with their individual stage of development. Outdoors, children use a large playing field for balls games and running around. They enjoy their time in the fresh air as they roll, catch and run after hoops. They negotiate space well, skilfully avoiding their friends as they run around. Each week children enjoy a music and movement session, run by a parent committee member. During the session they use their bodies to move in time to music and to complete action rhymes and songs. They enjoy 'dingle dangle scarecrow' and marching to 'the grand old Duke of York'. They have great fun and concentrate well.

The children are well nourished and enjoy both a snack and a packed lunch provided by their parents each session. Each child provides a piece of fruit each day that is cut up and shared amongst the children mid-morning. They access their snack as part of the self-service snack area and confidently pour themselves a drink and select which pieces of fruit they would like to eat. Children recognise which fruits they have provided and are happy to share with their peers. Children use a bowl of warm washing up water to wash their cups after they have had a drink. This encourages them to take responsibility. Cups are also thoroughly cleaned by staff

at the end of each session to ensure that they are kept hygienic for the children to use. Staff obtain both verbal and written information from parents about children's individual dietary needs and preferences to ensure that they are appropriately catered for. Children's lunch boxes are well stored in the refrigerator prior to being offered to children. Children recognise their lunch boxes. The pictures on them provide a good discussion point around the lunch table. They sit together with staff and their friends to enjoy their lunch as a sociable occasion. Many children display good table manners, sitting well and thanking staff as they help to open up their food. They talk about what they are eating and make suggestions about what the staff can eat for their lunch when they get home. This leads to good conversations about the nutritional benefits of eating a healthy diet as staff say 'I'd really like some chips for my dinner' and children reply 'no they are not healthy, you should have fruit'. Children are reminded to have a drink with their lunch and are informed that they need to put the water back into their bodies after they have been running around outside. They talk about their sandwich fillings and their favourite types of food. Children have a developing understanding that eating well will keep them healthy. One child informed his friends that he visits his allotment each weekend and helps to grow a range of fruits and vegetables with his family. He informed his friends 'I dig them, water them and they grow really, really fast before we take them home and eat them for dinner'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a care environment that has been recently refurbished. It is well maintained and is of a good standard of cleanliness. Children's self-esteem is developed as they see their art work displayed at child height. They are able to display their own pictures and peg them onto clothes horses positioned around the room. The environment is safe and free from hazards to ensure that children's welfare is protected. The environment allows children to freely move around the room. They have plenty of space to engage in different activities, which are well spread out. Children use a wide range of safe, good quality and developmentally appropriate toys and resources. These are well-organised in child-height storage units to encourage their independent access. Toys and resources are checked for their safety each time they are used and are regularly cleaned to ensure that they remain hygienic for the children to use.

The staff ensure children's safety by visually completing risk assessments each morning before the children arrive and also periodically throughout the session. Written risk assessments are also conducted each year. The premises are secure and children are well supervised at all times. There are good procedures for the safe arrival and collection of children, including information regarding named persons who are able to collect the child. Children have regular opportunities to learn about keeping themselves safe. They regularly practise emergency evacuation procedures to ensure that they are familiar with the action that they should take in the event of a fire and learn about road safety as they cross the car park to access the large playing field adjacent to the setting. Children's welfare is safeguarded through the staff's solid understanding of child protection policies and procedures. They have a thorough knowledge of the known indicators of child abuse and the action that they should take in the event of a concern about a child in their care. The well detailed child protection policy is shared with parents to ensure that they are fully informed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are enthusiastic as they arrive at the setting and are keen to access the wide range of toys and activities on offer. They are confident in their surroundings and make decisions about what they would like to play with and how they would like to spend their time. They enjoy the company of their friends and work cooperatively in small or larger groups. They also engage in smaller group activities, playing alongside their peers or sitting together to quietly look through books. Children are very well supported by their key worker staff. This system is particularly effective for younger children who are settling into the life of the setting and familiarising themselves with the daily routine. They are sensitively supported as they explore their surroundings and benefit from staff involvement and interaction in their play. This support for younger children also ensures that learning opportunities for older children are not disrupted. Staff have recently accessed 'Birth to three matters' framework training and further courses are planned. They are starting to make good use of the framework as they plan and provide a range of worthwhile play opportunities for children.

All children have their individual needs met and are developing a good range of knowledge and skills because activities and play opportunities are provided that help children achieve in all areas. The daily routine is flexible to allow children to follow their own interests and have time to complete their chosen task. Children are particularly enthusiastic about physical play, enjoying both indoor activities, such as the climbing frame and time outdoors in the fresh air. They also enjoy learning through their senses as they use sand, water and play dough. Children enjoy the attention that they receive from the motivated staff team. They eagerly talk to them throughout the session, involving them in their play and chatting freely about their home lives. They are keen to help staff with everyday tasks, such as sweeping up spilt sand and tidying away their playthings. They enjoy warm praise and thanks from staff for their help, which develops their self-esteem. The staff and the children's parents converse at the start and end of each day to verbally exchange important information about the children's care and well-being. This ensures that the staff are aware of any issues that the children may have and how this may affect their day, therefore enabling their needs to be most effectively met.

Nursery Education:

The quality of teaching and learning is good. Children benefit from a learning environment and programme of activities that is planned to provide a broad and balanced range of activities and experiences across the six areas of learning. Staff are experienced and have a solid understanding of the Foundation Stage curriculum, using their knowledge and skills to help each child make progress in line with their own individual stage of learning. Children's progress is observed and assessed each week. Information gained from these is fed back into planning documents to ensure that learning intentions are specific to children's individual needs. This ensures that children are provided with appropriate levels of challenge. As a result of the flexibility of the daily routine, children are provided with regular opportunities to revisit activities that they have enjoyed. This helps them to consolidate and further develop their understanding. For example, children learn simple subtraction skills as they join in with number rhymes and songs, using props to help them recognise the new total when one item has been taken away. Children benefit from enthusiastic staff involvement in their play. They talk eagerly to them throughout

the session and eagerly respond to questions that staff ask to further their thinking. For example, as children hear a noise from outside, they are asked to consider what might make such a noise. Children respond eagerly, using their imaginations to make suggestions. Effective and positive approaches to behaviour management ensures that the children develop an understanding of right from wrong and how to share and play fairly.

Children display high levels of involvement in the activities provided and are keen and eager to take part. They make choices about which activities they would like to access and make suggestions to staff about what they would like to do. For example, one child explained that he wanted to make a cave after making caves in the sand tray. Staff quickly responded to his request and draped a sheet over the climbing frame. Children enjoyed hiding in the cave and acting out the noises and actions of bears. Most children are confident to talk in familiar groups, chatting to staff and their peers at registration time and throughout the session. They enjoy dressing up in a range of clothes, hats and wigs, including those which originate from other countries and cultures. They smile with delight as they explore their image in the child-height mirror. Many children are able to dress themselves in their outdoor coats in preparation for outside play. All children manage their personal toileting needs well. This promotes children's independence and self-care skills. Children are offered real responsibility as they help staff to tidy away the toys and sweep up any spilt sand. They enjoy the warm praise and encouragement that they receive from staff. Photographs of children attending the group have been used to create jigsaw puzzles. As children use these, they talk about their friends and what they are doing in the picture. Group discussion times provide good opportunities for children to talk about how they are feeling. They explore different emotions, using their facial features to portray how someone might look if they are feeling happy, sad, angry or excited.

Children eagerly talk to the staff and their peers about their home lives. They talk about tending to the vegetables growing in their allotment and activities that they have enjoyed participating in with their families at the weekend, such as a visit to the park. Many children are able to recognise the initial letter sounds of their names. Some of the older children are able to spell out all of the letters that form their name. Most children recognise their names in print and some recognise the names of their friends. They have good opportunities to see their names as they are displayed on their art work, on their placemats and as they select their name to stick on the board during registration time. They enjoy listening to stories read by staff and often choose to sit quietly and look through books either alone or with their peers. They sing along to familiar rhymes and songs, which often promotes their mathematical understanding and introduces simple subtraction skills. Children have good opportunities to write for their own purpose as they play. Writing resources are provided in most areas of the setting and children use these to make shopping lists and write letters to their friends. They use white boards and marker pens to draw pictures and often ascribe meanings to their marks, for example, one child said 'it's a smiley face' and another child said 'it's my name'.

Children show a keen interest in numbers and counting. Their understanding of simple calculations is fostered in everyday activities, for example counting the number of children and adults present each day. They enjoy singing number rhymes and songs, such as 'ten green bottles' and 'five little ducks', often using toys and resources as props to support their understanding. Children show confidence and offer solutions to mathematical problems posed by staff, such as 'how many ducks will be left if one duck swims away?' Whilst older children

recognise and work out these subtractions, younger children are well supported to count either their fingers, pictures or props to work out the answer to the question. They use mathematical toys to sort objects into groups, either by their colour or by the number required. They use a range of small and larger cars to push along the roads of a car mat and up and down the ramps of the toy garage. They use good positional language such as 'up', 'down' and 'over there'. They experiment with volume as they pour water and sand from one container to another and comment 'there's too much' as they find that one container holds less than the other.

Children experiment as they explore the properties of both warm and cold water. They use toys that change colour when placed in different temperatures, explaining 'it's gone red because it's in the hotter water'. They plant cress seeds and use magnifying glasses to examine whether the cress has started to grow. They draw pictures of the cress which when grown will represent grass by a duck pond, to link to the current theme of number rhymes and songs. Children use tools as they manipulate and experiment with play dough and use tape and glue to explore different joining methods in their art work. They use a range of different sized and shaped construction materials, building towers and houses that they later have fun knocking down. They have regular access to ICT equipment, using a computer and table top electronic toys with increasing control. They decorate models that they have moulded from clay, talking about what they have made and the colours that they are using to paint them. Outdoors, children explore the ground to see if they can find any worms and are excited when they see helicopters in the sky, waving to it and questioning where it might be going.

Children independently initiate their own creative learning and enthusiastically access the creative arts area. They make selections from a wide range of collage materials to decorate pictures and cards for their families. They concentrate well and explain their creations, for example, one child said 'this one's for my mum and it's a flower'. Children use their imaginations to guess what might make noises that they can hear outside. Children have fun as they guess that the noise might be a monster, dragon, motorbike or tiger. Each child has the opportunity to make a suggestion and staff encourage their thinking by asking them questions, such as 'do you think the tiger is a nice tiger or a nasty tiger?' They dress up and enjoy acting out imaginary situations, such as going shopping and serving pretend food in a café. Their imaginative play is supported with well resourced props, including those which children have helped to make. They enjoy listening to music that plays throughout the session and often explore the noises that they can make with a range of musical instruments. They use small creatures of the ocean figures to 'swim' them over the 'under the sea' play mat. They read related books, looking through the pictures and matching up the animals to pictures in the books.

Helping children make a positive contribution

The provision is good.

Children are happy and settled in their care environment and are valued and respected by staff as individuals. The staff know the children well and provide care that is tailored to meet their individual needs, which actively promotes inclusion. Children have plenty of opportunities to learn about the world in which they live. They access toys and resources that promote positive images of diversity in everyday play situations and participate in activities that develop their appreciation of other cultures and religions. For example, children have recently participated

in Chinese New Year celebrations where they tasted a range of Chinese foods, practised using chopsticks and worked as a group to make a Chinese dragon model. They engaged in Chinese dancing techniques and experimented with Chinese letter writing. Although there are currently no children on roll with learning difficulties or disabilities, there are effective procedures in place to support children, promote their well-being and help them achieve their full potential. Staff work in close partnership with parents and are aware of the support and advice that can be accessed from external agencies. Children behave very well and happily share and take turns with their peers. They benefit from enthusiastic staff involvement and interaction in their play and the positive approach to behaviour management that they apply. They talk through any issues with children, helping them to develop an understanding of right from wrong. Children receive lots of warm praise and encouragement throughout their time at the setting and enjoy thanks from staff as they help with daily tasks. They make decisions about whether they would like to participate in group activities or choose to sit quietly as they concentrate whilst reading a book alongside their peers. Children's spiritual, moral, social and cultural development is fostered.

Children's care, welfare and development is promoted through positive working relationships with parents. Parents are welcomed and their contribution to the setting is both encouraged and valued. They are welcome to stay with their children as they settle into their care environment and are encouraged to share any skills that they have. For example, children enjoy participating in a weekly music and movement session that is run by one of the parent committee members and have recently enjoyed a visit from a father who came to show the children his police car. Effective methods of daily communication strengthens links between the children's home life and time at the setting. This ensures that children have continuity of care through an effective two-way flow of information. Staff are friendly but have a thoroughly professional approach in their communication with parents. Parents are provided with good-quality information about the setting and its provision. They receive a written prospectus at the start of their child's placement and are able to view the full range of policies and procedures at any time. A recently developed display of the 'Birth to three matters' framework identifies typical activities that are provided to younger children.

Partnership with parents and carers is good. Parents' views about their child's needs and interests are sought before the child joins the setting. This information is then used to help settle the children and forms the basis of initial planning for their individual stage of learning. They receive regular newsletters that provide information about planned events and the activities that their children will be involved in. They are also provided with some information about how they can extend their children's learning from home, for example, objects that children can bring in to share with their peers. Parents receive written information about the Foundation Stage curriculum and the six areas of learning in the prospectus. Planning documents are usually displayed for parents attention, however, this can sometimes be overlooked. Staff inform parents of their children's progress through informal discussions at the end of each session and provide a written report at the end of the summer term. However, parents have less opportunity to view or feed into their children's assessment files throughout the year, which reduces their scope to support their children's learning from home.

Organisation

The organisation is good.

Children benefit from the effective organisation of indoor space and resources. As a result, they are able to make choices and develop their ideas as they play. The space inside is laid out thoughtfully to provide different areas of learning, such as creative, physical and imaginative play. Enthusiastic and motivated staff support children very well during activities, asking them questions to encourage their thinking and providing them with plenty of time to consolidate their learning. Staff are well supported by the parent run committee, who encourage them to access ongoing training and development to extend their own professional knowledge and the care, learning and play opportunities for children. Children's welfare is protected because the recruitment, vetting and induction procedures are thorough. This ensures that all staff and committee members are vetted and are safe and suitable to be in contact with children. Informal staff appraisals are conducted and are used to identify training needs to further improve the service provided. Children's care and welfare are safeguarded by well maintained documentation and record keeping. There is an operational plan which explains how the setting operates and clearly states staff and committee member roles and responsibilities. All documentation is well stored to ensure that confidentiality is maintained. Policies and procedures protect children and are effectively implemented to promote children's safety and welfare. They are readily available to parents and regularly reviewed and updated to ensure that they reflect current good practice and professional advice.

The leadership and management is good. Children benefit from the stable, well motivated and experienced staff team, who are dedicated and enthusiastic in the care of children and the delivery of nursery education provision for funded children. They have fun with the children and clearly enjoy their work. They work very well together as a team and are well supported by the manager, who is aware of their particular strengths, such as working on a one-to-one basis with younger children where required. They work together to plan ahead and review children's progress. The voluntary parent run committee work well with the established staff team to promote good quality care and education. They meet each month to raise funds and discuss the overall progress of the service that the setting provides. Staff meet regularly to plan, reflect and monitor the quality of the care and education they provide. This is to ensure that children make good progress in all areas of learning. They operate informal systems of evaluation as a means to identify how they can make further improvements to the care and education provided to all children. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the provider agreed to conduct a risk assessment on the premises and develop an action plan detailing how at least one member of first aid trained staff would be available on site each day. Since then, children's health, safety and welfare have been promoted because all three members of staff have current first aid training and a written risk assessment is conducted each year. This document identifies risks to children and details how these risks are minimised.

At the last nursery education inspection, the provider agreed to further develop the planning system and ensure that children's learning is supported in both the role play and writing areas. Since then, planning documents have been extended to ensure that children have access to a good balance of free play and adult-led activities. Children are able to independently initiate their own learning and make decisions about what they would like to do. Recently purchased child-height storage units are well used to enable children to freely select from a wide range of toys and equipment. Staff are well deployed and work directly with children to support them as they play and learn in all areas of the room.

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):

- review hand washing arrangements to ensure that children's health is protected

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 that parents have regular access to and good opportunities to feed information into their children's assessment files and ensure that information about planned activities is always shared.

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