



Silverstone Pre-School Group

Inspection report for early years provision

Unique Reference Number	219960
Inspection date	13 October 2006
Inspector	Rachael Mankiewicz
Setting Address	Chapel Rooms, Murswell Lane, Silverstone, Northamptonshire, NN12 8UT
Telephone number	07931 635383
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Registered person	Silverstone Pre-School Group
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?

Silverstone Pre-school Group opened in 1969 and operates from three rooms next to the Methodist Chapel. There is an outside area and a garden available for children to use. The committee-run group is situated in the centre of the village of Silverstone, in South Northamptonshire. Children attending come from the village and the surrounding area.

There are currently 25 children aged from 2 years 9 months to under 5 years on roll. Of these 16 children receive funding for nursery education. The group are able to support children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The group opens each weekday from 09:00 to 12:00 during term time. A lunch time club runs three times a week until 12:55.

Six members of staff work with the children. Five of the staff have relevant childcare qualifications to Level 2 and 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very well promoted as staff adhere to comprehensive hygiene routines and take positive steps to ensure that children have a clean, warm, comfortable and child-friendly environment. They imitate the staff's good practice and learn about personal hygiene through daily routines and planned activities. Children readily wash their hands after messy play and before snack and lunch, and older children are aware that they are helping to prevent the spread of infection. Their welfare is safeguarded because staff have up to date knowledge of first aid in the event of any accident, incident or illness, and appropriate procedures are in place if children are unwell.

Children learn about healthy living as they choose and enjoy a range of nutritious snacks and take part in taste testing and cooking activities. Special dietary requirements are complied with in partnership with the parents. Children learn that snack and meal times are sociable occasions as they enjoy a shared meal time eating packed meals provided by their parents. Children help themselves to a choice of drinks by pouring from a jug at snack time, but water is not easily accessible during the remainder of the session.

Children explore and develop physical control while participating in regular indoor and outdoor experiences. They are not always able to choose an activity to develop their large muscles during the first half of the session. Children begin to understand that exercise affects their bodies as they run around on the tarmac and enjoy the challenge of obstacle courses indoors. They move spontaneously and with confidence in the available space indoors, including taking part in regular exercise and movement sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe and well cared for in premises that the staff and management ensure are fit for purpose and in an environment that is comfortable, welcoming and childfriendly. Their safety is further promoted as a result of the adults' very good awareness of health and safety and because all reasonable steps are taken to minimise the risk of accidents. For example, the staff and management ensure that furniture and equipment are of suitable design and condition, well-maintained and conform to safety standards. Thorough risk assessments and good supervision allow children freedom to choose activities that offer variety. Children learn about safety and use high quality equipment appropriate to their age and stage of development. They begin to take personal responsibility for their safety. For example, they learn about road safety in planned activities and transfer their knowledge as they walk around the local area. Children safely manipulate tools and implement and develop good hand-eye coordination, as they use scissors and garden tools. Children play enthusiastically but safely as they negotiate obstacles and each other on vehicles outside, on large play equipment and as they explore the secure

and interesting environment outside. This offers some challenge within safe limits and helps them learn some sense of danger.

Children are well protected because staff have a clear and comprehensive understanding of the local child protection guidelines. Their safety and welfare is further enhanced by staff carefully monitoring access to the premises, checking all equipment and complying with fire requirements. A good understanding of safety aspects is integral to the induction process for new staff and parent helpers.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and play, learn and have fun with the company of friends and adults at the pre-school. They benefit from the care and encouragement of knowledgeable staff in the welcoming, learning environment. Children develop independence as they express their ideas during play using a wide variety of resources which capture their interest. They learn to play in groups and take turns to experience the custard play. Children are developing positive relationships as they listen and communicate well with each other and with the adults, and freely and confidently express their ideas. They use their imaginations well and with enjoyment as they take part in a wide range of art and craft activities and role play. Their perseverance to complete activities and their confidence to share feelings develops as they play. Children's care needs are met through effective organisation for all children from two to five years. Staff begin to use the 'Birth to three matters' framework as a formal developmental system for the younger children alongside the Foundation Stage for the older children. They use observation and assessment to set individual goals with realistic expectations.

Nursery Education

The quality of teaching and learning is good. Staff make effective use of time and resources to provide a broad and balanced range of activities and experiences across the six areas of learning which motivate the children and enable them to make progress. Appropriate individual challenge and extension of their learning is ensured through good questioning and enabling of the children by the knowledgeable staff. Staff make spontaneous notes plus more detailed observations of activities to help them assess the progress of the children and the learning needs of each child. This helps them plan for the future and provide reinforcement of a skill or concept. Observations are transferred to children's individual records of achievement to provide evidence of progress.

Children are becoming confident learners and enjoy accessing activities independently. Limitations to access other resources does not encourage the children to always initiate their own play, but they use their imagination well during role play with dressing-up clothes and with a train set and figures. Their creative and imaginative skills are being promoted with an excellent range of art resources. Children begin to make sense of the world around them as they explore a variety of materials. They investigate how things are made and work as they explore construction materials and make models. Children find out about the environment as they explore the garden area and wonder when bulbs are going to grow through the soil. They begin to discover the wider world through walks to the school and post office, trips further

afield, by looking at holiday destinations and taking part in the celebration of festivals. Children are beginning to gain an awareness of their own bodies and their ability to use their senses through planned and unplanned activities. They enjoy talking about the new baby who visits them as part of 'about how they grow'.

Children develop good relationships with staff and each other. They are keen to offer their ideas and respond well to new activities when they are presented to them by staff. Children interact and chat, showing awareness of the listener and listening well. They understand that print has meaning and know how to look at books. Marks are made freely throughout their activities with older children forming the letters of their names correctly. They write their names with pride. Older children are beginning to develop the use of mathematical ideas to solve problems in planned activities and by participating in many day-to-day domestic routines. For instance children count how many children are present at register time and work out how many more can sit at the snack table.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and valued as individuals and the part they play in the pre-school, which helps them settle well and enjoy their time in the group. They begin to feel a sense of belonging as they gain confidence through making choices about activities. Access to further resources because this is a shared building limits the children's opportunities to initiate their own learning and to develop their interests. They have good opportunity to learn about themselves and to appreciate diversity through a variety of play materials and planned activities that reflect the community and wider world. For example, they take part in celebrations of festivals through art activities and food tasting. Older children understand their own needs and begin to respect the needs of others. They make sure their friends are included in the activities and are aware that some children have different needs to themselves. They enjoy meeting people from the local community as they explore the environment and welcome people who visit their pre-school. For example, they talk to a mother and baby when they are exploring how they grow.

Children behave very well as they are made aware of what is appropriate behaviour. They respond well to the consistent boundaries set them and the encouragement to behave well given by the caring staff. Inappropriate behaviour is consistently managed by the staff who take into account the individual child's level of understanding and maturity. Children learn to take turns, share and be kind to each other with older children acting as good role models to the new children. Children's spiritual, moral, social and cultural development is fostered.

The children's well-being at the pre-school is enhanced by the good partnership with parents. Parents are informed about how the group operates and the activities provided through a comprehensive welcome pack, written notices, newsletters and displays and information about the care of the children. They are informed how to express their concerns about the group. Parents' views about their child's needs, interests and stage of development are sought and recorded as the children start at the group. Any special requirements are discussed and consistent communication and information exchange takes place. Special needs of children are recognised and met sensitively. Staff and parents share information verbally at the end of the session.

The partnership with parents and carers of children who receive nursery education is good. Staff ensure that all parents are aware of how their children are progressing towards the early learning goals by sharing assessments and comments on a regular basis. Parents are given information about the planning of activities with some information on how they can contribute to their children's progress and extend their learning at home. Parents' views about their child's needs, interests and stage of development are sought when the child enters the pre-school and used to help settle the child. Some information provided by parents about their child's developmental achievements is recorded and used to plan for the child's future progress.

Organisation

The organisation is good.

Children's care and learning are enhanced by the good organisation of space and resources which helps them make the most of the play and learning opportunities both indoors and outside. They benefit from the good staff to child ratios as can be seen through the good supervision and interaction. Staff are well qualified and continue to attend training for their own personal development. This helps to ensure that they are up to date with information to allow them to meet the needs of all children and offer a range of interesting activities. Secure systems are in place for recruitment, induction and staff appraisal. All documentation which contributes to children's health, safety and well-being is in place and is reviewed regularly to ensure that the individual care plans are met. Policies and procedures are reviewed regularly to ensure they are in line with current guidance.

The leadership and management of the nursery education is good. The staff and the management committee work as a committed team to regularly reflect, monitor and improve the quality of the care and education for the children. They are aware of the advice and support that is available. As a result, staff are clear about their roles to help children make progress towards the early learning goals. Overall, children's needs are met.

Improvements since the last inspection

At the last care inspection, the setting was asked to ensure that appropriate equipment is available in the toilet area and that children have access to a range of activities and resources that promote equality of opportunity and anti-discriminatory practice. Changes have been made to the toilet area and equipment is in place to allow children independent access to the toilet area. Resources have been purchased and planning has been reviewed to improve children's access to positive images that promote equality and anti-discriminatory practice.

At the last inspection of nursery education, the setting was asked to provide further opportunities for children to link sounds and letters and to have access to technological toys and resources. Planning has been reviewed with support from the advisory teacher to offer opportunities for children to practice linking sounds and letters and take part in activities with technological toys. Resources have been purchased to make these opportunities available. The group were asked to develop strategies to ensure that that parents can contribute to the assessment process and have regular opportunities to discuss their child's progress. This area has been reviewed along with advice from the advisory teacher to develop systems for parents

to receive and share information. The systems are developing to help ensure that children's needs are met and that children are making progress towards the early learning goals.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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):

- ensure that fresh water is easily accessible to children at all times
- increase the opportunities for children to access further resources to encourage them to initiate their own play, particularly in the area of physical development (also applies to nursery education)
- develop further planning for individual children, including children under three by using an approach in line with 'Birth to three matters' (also applies to nursery education).

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):

- make improvements as indicated in the care section above.

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