



## Haddenham Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	221726
<b>Inspection date</b>	02 November 2006
<b>Inspector</b>	Jean Goodrick
<b>Setting Address</b>	Chewells Lane, Haddenham, Ely, Cambs, CB6 3SS
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<b>Registered person</b>	Haddenham 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Haddenham Pre-School opened in its present location in 1972. It operates from a mobile building and has one main room. There is a secure play area which is shared with a day nursery operating from the same site. The pre-school serves the wider area.

There are currently 34 children from two to four years on roll. This includes 17 funded three and four year olds. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09:15 to 11:45. There are also afternoon sessions on Tuesday, Thursday and Friday from 12:30 to 15:00 and a lunch club operates on Mondays and Wednesdays until 12:45.

Four staff work with the children. The play leader has an early years qualification and two staff members are attending courses.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a good range of energetic physical activities which contribute to a healthy lifestyle. They develop self-confidence in their physical skills as they use a wide range of toys and equipment indoors and outside, for instance pedalling their bikes exuberantly, and cutting out circles for the nursery rhyme clock. Children also have opportunities for rest and quiet activities.

Children learn about the importance of personal hygiene through daily routines. They wash their hands after using the toilet and before eating their snack. The children are protected from infection because staff are well informed about children's health care matters. Two staff have first aid certificates which are regularly updated so that they are confident to take the necessary action for children's welfare.

Children benefit from a healthy diet as they enjoy their snacks and packed lunches. They confidently pour their drink and help themselves to a healthy fruit snack. Staff sit and chat with the children who learn social skills in the café style routine. Children bring drinks from home and these are accessible to them throughout the session. Staff take account of the wishes of parents and information about allergies is conscientiously recorded and shared. Children also enjoy cookery sessions and trying out new tastes.

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

The provision is satisfactory.

Children are cared for in a very clean well maintained environment. The good organisation of toys and equipment, which are regularly checked for safety, means that children can move around safely and freely to independently help themselves to resources and choose activities.

Children benefit from an effective range of safety measures including regular risk assessments. For example staff are rigorous in closing the bottom of the 'stable door' to the kitchen and a member of staff always stays by the gate during outside play. Children develop a good awareness of safety through practising emergency evacuations every term and learn about keeping themselves safe on bonfire night. Sensitive reminders, such as a reminder not to run indoors, increase children's awareness of everyday safety in the setting.

Children are adequately protected because staff have some understanding of child protection procedures. The pre-school has written procedures in line with those set out by the Local Safeguarding Children Board and these are available to parents.

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

The provision is good.

Children take part in good quality activities throughout the session which help them make progress in all areas of their development. They enjoy practical experiences as they select materials to cut and stick; they become involved in imaginative games with the small world activities, such as the farm, and in the home corner. Children become really absorbed in the variety of messy play activities, for instance exploring the feel of the shaving foam and paint, and making patterns in it. They also enjoy quiet times snuggling in and listening to stories.

Children are happy and settled in the pre-school and they benefit from the positive interaction with the staff which develops their confidence and self-esteem. Children have warm, respectful and trusting relationships with the staff and their peers. They have the time and support to follow their own ideas and interests as well as taking part in adult-led activities. Staff have a good understanding of child development and they encourage children's independence, for example, at snack time. The 'Birth to three matters' framework is used by staff as a reference tool and they are developing their practice to ensure the needs of the youngest children are met.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The play leader has a sound understanding of the Foundation Stage and how children learn. Other staff are developing their knowledge and understanding of the Foundation Stage. Planning is in place and covers the areas of learning. The environment is organised to support children's learning and staff question children appropriately to extend their learning. Children's behaviour is managed very effectively. Children's achievements are linked to the stepping stones and assessment records show that children are making steady progress towards the early learning goals. However, not all staff are familiar enough with the stepping stones to ensure that assessment records are used to inform planning and practice so that activities build on what individual children know, understand and can do and offer sufficient challenge.

Children are enthusiastic and interested in the activities on offer. They choose some resources independently to follow their own interests as they draw, construct and play in the home corner. Children attend to their personal needs as they help themselves to water and dress to go outside. They concentrate and persevere in tasks that stimulate them and they demonstrate pride in their achievements. Children negotiate for resources and are beginning to understand about sharing and taking turns, which encourages respect for others.

Children confidently communicate with adults and each other, and they form good relationships with one another listening and responding at circle time. They enjoy talking about events in their lives such as birthdays and outings. Children handle books with care, join in with stories and rhymes and they use a range of tools and resources. They have good opportunities to recognise their own names, for instance, at snack time, and some opportunities to write their own names. Children demonstrate a very good understanding of numbers, counting and calculation in rhymes such as 'five little ducks' and in everyday practical activities as they count the number of chairs they have and calculate the additional numbers needed. They spontaneously

use mathematical language as they proudly display the tower they have made saying "look how tall it is". However staff do not always develop and extend the thinking of more able children.

Children learn about patterns and change in nature as they talk about the weather and the time of year, and grow plants in the garden. They develop skills in using everyday technology such as the computer and they explore a variety of construction materials. Children have good opportunities to learn about festivals such as Diwali with stories and creative activities. They enjoy exuberant activities outside as they run, climb and kick balls. They learn to negotiate space as they move around the activities. Children explore a variety of media and materials as they roll the play dough, mix colours together to make brown, and listen to the noise the pasta and beans make as they pour them into containers. They engage in imaginative play with each other in the role play area, re-enacting familiar scenarios.

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

The provision is good.

Children and their families receive a warm welcome into the provision. Staff get to know the families well and children have a strong sense of belonging. Children are highly valued as individuals and the pre-school gathers clear information to ensure their needs are met. Some resources reflect diversity and children learn about their differences and similarities and the wider world. For instance, they celebrate the harvest festival, learn about Diwali and listen to stories about other cultures. The setting has effective arrangements to care for children with special educational needs, although none currently attend.

Children behave very well. They begin to understand right and wrong through consistent boundaries, praise and the age-appropriate methods staff use to manage behaviour including explanation. Staff help children to resolve their own differences and to co-operate and share, for instance when playing with wheeled toys outside. Their clear guidance, for instance, a gentle reminder that other children will have to take turns, helps children begin to accept the needs of others. The provision fosters children's spiritual, moral, social and cultural development.

Children benefit from the good settling in procedures to support them in the transition between home and the pre-school. Parents receive extensive information about the setting so that they know about activities and events and they have daily opportunities to discuss their child with staff. Questionnaires are used to obtain feedback and suggestions from parents are taken seriously and often acted on.

Partnership with parents and carers of funded children is good. Parents receive comprehensive information about the Foundation Stage in the prospectus and on the parents' notice board. They are involved in all aspects of the pre-school, contributing to their children's learning through the parent rota and through providing resources for topics and extending activities at home. Parents give very positive feedback about their children's care and learning.

## **Organisation**

The organisation is good.

Children have good levels of support to help them feel comfortable and at ease in the well organised environment. Staff make effective use of time, space and resources so that children make good progress in their development. The pre-school has a comprehensive framework of policies and procedures, which are regularly reviewed, to ensure the welfare and safety of the children. Staff are conscientious in keeping records up to date so that children have good continuity of care. They are experienced and committed to training to improve their practice for the benefit of the children. They work well together as a team. Children benefit from the system of ensuring that staff working with children are vetted and suitable to do so.

The quality of leadership and management is satisfactory. Managers are committed to improvement and they identify areas for improvement, such as the outdoor play area. There is some monitoring of the provision for nursery education to identify areas for development. Staff receive annual appraisals when their training needs are identified and they are well supported in attending relevant training. The management committee and staff are clear about their roles and responsibilities. They are also very committed to providing a learning environment which promotes positive outcomes for children.

Overall children's needs are met.

## **Improvements since the last inspection**

At the last care inspection it was agreed that staff would develop an action plan to show how at least half of the staff would obtain an early years qualification. Staff's knowledge and understanding about child protection was identified as an area needing improvement. The outside sandpit was agreed to be a health risk for the children. A greater range of messy play and opportunity for free choice in the children's activities was also agreed to be an area for improvement. An action plan has been developed to ensure that staff obtain early years qualifications and two members of staff are now attending a relevant level 3 NVQ training course. Key staff's knowledge and understanding of child protection remains an area for improvement as the play leader has not attended training and no member of staff has carried out training beyond the basic level. This recommendation has been carried forward at this inspection so that children's welfare is a priority. The outside sand pit has been filled in and the area has been used creatively to plant a sensory garden accessible to the children. The range of choice for children, including messy play, has been extended and children now enjoy an excellent range of messy play activities.

At the last nursery education inspection it was agreed that children would have more opportunities to learn about the wider world. Children now have good opportunities to learn about other cultures and their festivals, for instance hearing stories from other countries, cooking a variety of food, and learning about different festivals, such as Diwali and the Ethiopian New Year.

## **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 satisfactory.

### **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):

- continue to develop staff's knowledge and understanding of current child protection issues.

#### **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 activities are based on what individual children know, understand and can do so that older and more able children receive sufficient challenge
- ensure that children have further opportunities to write for a variety of purposes.

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](http://www.ofsted.gov.uk)