



## Hundon Tiddlywinks Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	251530
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<b>Registered person</b>	Hundon Tiddlywinks Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Hundon Tiddlywinks Pre-school opened in the 1960's and is run by a voluntary committee. It operates from the village hall in the centre of Hundon. A maximum of thirty-two children may attend the group at any one time. The pre-school is open each weekday from 09.00 until 12:00 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 18 children aged from 2 to under 8 years on roll. Of these 15 receive funding for early education. Children come from both the local and wider catchment area.

The pre-school employs four staff, of these, three including the manager hold appropriate qualifications. Two members of staff are working towards a qualification or higher qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit from being cared for in a clean and hygienic environment where staff follow appropriate measures to reduce the risk of cross-infection. Children learn very effectively about their own personal hygiene and care through daily routines. For example, children talk about washing the germs away as they use anti-bacterial soap after using the toilet or before eating.

Children enjoy healthy snacks including fresh fruit and vegetables each day which promotes their good health. They learn about healthy eating through good practical activities. For example, during harvest time they make shopping lists and talk about where foods come from and how to keep foods fresh and safe to eat. They enjoy cooking and food tasting activities to help them discover a wider range of foods and what they like and dislike.

Children are provided with lots of fresh air which helps to stimulate their minds and bodies. They enjoy using the outside play area each day as well as having regular use of the climbing equipment in the adjoining play park. Children develop their skills well as they use the sit and ride toys, push buggies and skip and hop outside. Inside, they bend and stretch as they use the parachute working as a team. Children balance along the beams and on stepping stones developing their co-ordination. Children are able to relax and sit quietly, if they choose, in the spacious and comfortable book area.

All the required documentation, policies and procedures to promote the children's good health are in place. For example, allergies are recorded and there is a sick child exclusion policy. There is a suitably first aid qualified member of staff on the premises at all times to ensure any medical emergencies are dealt with appropriately.

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

The provision is good.

Children play and learn in a safe and comfortable environment which promotes their feeling of security and well-being. A thorough written risk assessment is in place and staff make daily checks to the premises and equipment to ensure the children's safety. Although there is limited allocated space for permanent displays, staff take time to put up pictures and posters each day to create a welcoming environment for the children.

There is a good range of safe, well-maintained toys and resources available for the children to promote their play and learning. Their independence skills are fostered as they readily access many of the toys themselves stored at low-level. Children are able to use and return toys and resources because storage boxes and drawers are well labelled and organised which further promotes children's independence and decision making skills. Activities are presented in an attractive way which stimulates the children's interest and imagination and ultimately their learning. Children are able to use a wide range of interesting resources because staff provide recycled and household items to further extend the children's experiences. For example, children

discover they can make music by using whisks, spoons, spanners as well as through using more traditional instruments.

Children eagerly engage in range of activities and move freely because there is ample space for well spread out activities. There are separate areas for different activities and staff have given considerable thought to where these are placed to ensure that children can work and play most effectively. For example, the large floor construction area is placed well away from the writing table so that each activity does not disturb the other.

Children learn about keeping themselves safe effectively through everyday routines and planned experiences. For example, they know that they must not walk around with scissors and they learn about road safety on walks around the village. Children practise fire drills regularly and they know they have to line up by the fire engine symbol when the fire bell rings.

Children are safeguarded because staff have a clear understanding of child protection procedures and their responsibilities to the children they care for.

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

The provision is good.

Children are settled and happy in the setting. Children are busy and engaged in their activities and play and learn alongside their peers amicably. Children have warm and trusting relationships with the caring staff who show that they value what the children do and say. Children's self-esteem is promoted very effectively through appropriate praise and encouragement. Children are encouraged to try new things by supportive staff. For example, a child who is wary of running under the parachute is sensitively supported as this new experience is explored. Children's confidence is fostered well because staff have a good understanding of when to support and guide the children and when to allow them to work out things out for themselves. Children are provided with ample time to engage in their own play as well as adult-led activities.

Children build on their natural curiosity as learners as they play and discover new ideas and experiences through both planned and spontaneous activities. For example, they investigate a treasure basket filled with pine cones and comment on the changes in the uncooked and cooked dough. Children are provided with a good range of activities and first-hand experiences to promote their learning in all areas. For example, children experiment with cardboard boxes and design and make garages or build tower blocks before watching them fall down. Staff use both the 'Birth to three matters' and Foundation Stage frameworks to ensure that all age groups attending are provided with appropriate and purposeful play opportunities.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Overall, practitioners have a sound understanding of the Foundation Stage. More recently appointed staff are still developing their knowledge with support of more experienced staff. The indoor and outdoor areas are organised well with varied activities which promote the children's learning, decision making and independence skills. The outdoor play

area is used well to consolidate and develop the children's learning in different ways and on a larger scale than is possible indoors.

Staff support children well in planned and child-led activities to further promote the children's understanding. The level of constructive communication is very good and staff use good, open ended questions to make children think and to work out things themselves. They are interested in what the children say and do and they use positive methods to promote the children's good behaviour.

Staff make regular, constructive observations of the children at play and these contribute to their record of progress. These records are kept consistently to provide a clear picture of what the child is able to do in each area of their learning. Staff work well as a team. They all attend weekly planning meetings to plan the following weeks curriculum and identify how individual children can be supported to help them achieve the next steps in their learning. This effective short term planning ensures the planned activities and experiences are relevant to the children's level of understanding and also to their interests. For example, some children's current fascination with trains is encouraged and staff develop this to help children's learning in all areas. Good planning systems are in place and staff organise a broad range of activities and experiences which cover all six areas of learning. Planning for the outside area is an area for improvement to enable this valuable resources to be used to it's full potential.

Children enjoy what they do and sustain interest in a range of activities which promote their understanding and learning. Children are motivated and concentrate well at activities which capture their imagination. For example, they build a whole roadway and buildings from wallpaper and boxes. They decide to make a butterfly and use a book to see an image to copy and then make one.

Children are developing their self-esteem and confidence and are beginning to learn right from wrong. They form good relationships with each other. Children become increasingly independent when dealing with their own physical needs. For example, they put on their coats when cold, access drinks when needed and put their drawings in their own named drawers. Children begin to take the initiative to be self-sufficient in their learning because they have good access to a range of equipment and resources stored at their level.

Children talk confidently about they what they enjoyed playing with today and talk about this with enthusiasm. Staff also talk about what they enjoyed doing at pre-school and act as good role models for conversation. The ethos of learning through play effectively fosters children's positive attitudes to learning and they have lots of fun.

Children are becoming confident speakers. More able children are beginning to recognise the sounds of letters although this is not a strong area during everyday activities. Children learn to recognise their names as they put their name cards on the table in the morning and write their own names or make their own marks on their creations. Children have lots of good opportunities to practise their emergent writing skills. For example, they paint and draw freely with the range of resources available. Some of the more able children are beginning to form letters correctly. Clip boards are available for children to write for a purpose, for example they make lists and letters. Children write cheques, letters and shopping lists in role play. Children

do enjoy sitting in small groups with staff sharing books. However children do not frequently decide to look at books by themselves despite the attractive book area and good quality books available.

Children are beginning to develop a good understanding of mathematical ideas and concepts. They recognise numbers and count in their everyday play, for example, how many trains they have or how many jumps they make. They explore capacity and quantity as they play in the sand and water trays filling different sized containers and work out which are heavier. They compare size and different shapes when they work on topics. Children learn about simple addition and subtraction as they calculate how many bricks needed to make a cage for the leopard, how many more chairs needed at the table and how many people allowed at snack table.

Children are beginning to make sense of the world around them by investigating and exploring through first-hand experiences. For example, children learn how to care for living things as they go on a bug hunt and look at toads and newts. They learn about the passage of time when they discuss the weather and talk about the days of the week and the changing seasons of the year. Children share their news from home telling their friends and staff about their experiences and special events. They develop an understanding of technology when they use simple electronic toys, such as a till and globe and musical instruments. They enjoy using the computer independently and with increasing skill.

Children enjoy a wide range of physical activities that help them develop their confidence and skills when using large and small apparatus. For example, they confidently used wheeled toys carefully avoiding each other and objects and showing good spatial awareness. They learn about the importance of physical exercise and how it can help them to stay healthy. Children have lots of opportunities to develop their fine motor skills which include using single handed tools and utensils. For example children, use scissors and pencils and can adeptly stretch elastic bands over pegs to make pictures and patterns.

Children have good opportunities to express their individual creativity through a wide range of art and construction activities. For example, they begin to communicate their own ideas as they draw, paint and create 3D models. Children enjoy experimenting with sounds as they access instruments and household items to make sounds and music independently. They use their imagination in role play preparing a picnic or working in the garage office and filling station. They have good opportunities to explore their senses as they feel, smell and taste during cooking activities.

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

The provision is satisfactory.

All children settle quickly into pre-school life because there are good procedures to support children and staff are warm and caring. This helps children take the difficult step of separating from their families. Children develop a sense of belonging to the pre-school when they put their pictures into their own named drawers see some of their artwork displayed.

Children play and learn in an environment where staff promote equality of opportunity and anti-discriminatory practice for all children. Children begin to develop an understanding of people's similarities and differences because they see some positive images and play with some toys and resources which reflect diversity. For example, they have daily access to dressing up clothes, puzzles and books. However, the range of resources that promote equality and develop the children's understanding of wider diversity is not broad. Children's spiritual, moral, social and cultural development is fostered.

Appropriate systems are in place to promote the welfare and development of children with learning difficulties or disabilities within the setting in partnership with the parents and carers and other relevant parties. There is a named member of staff who co-ordinates the sharing of information to enable all staff to meet the individual needs of the children and plan for their ongoing progress.

Children understand responsible behaviour and learn about boundaries and expectations very well. Children make a contribution to devising the 'house rules' that are displayed in the setting. Staff help the youngest children cope with frustration through sensitive and age-appropriate distraction and diversion. As the children develop they are encouraged to think about how their behaviour affects themselves and others which fosters their understanding of the consequences of the actions and decisions they take. Subsequently, children are well-behaved, polite and helpful.

Children's welfare is promoted because staff work in partnership with parents and carers to meet the needs of the children. There are good systems in place to ensure that information is shared between staff and parents and carers. Children's needs are met from their first day at pre-school because parents and carers provide staff with good information about their child's needs and routines in the 'All about me' booklet. Regular newsletters are sent home informing parents and carers of events. Parents and carers are encouraged to contribute to the children's assessment records and the next steps for their child's progress. This ensures that there is consistency between home and pre-school life which promotes the children's development and well-being. All parents and carers spoken to were very complimentary of the pre-school and the staff.

Partnership with parents and carers of funded nursery education children is good. Children benefit from these good relationships because they see their parents and carers working with the staff. Parents and carers are well informed about the Foundation Stage curriculum and how this promotes their child's learning in the nursery. They are able to attend meetings about how the staff deliver the curriculum and to talk about their child's progress. At these meetings parents and carers have an opportunity to contribute to the children's assessment records. Parents and carers also make constructive comments on the children's target sheets which outline the next steps in the children's learning. Written plans are displayed in the pre-school so that parents and carers are aware of what and how their child is learning. All these measures ensure that parents and carers are well informed of their child's progress and able to support their children's learning at home.

## **Organisation**

The organisation is good.

The children are protected and their welfare promoted because there are appropriate systems in place to ensure adults working with the children are suitable to do so. Recruitment and induction procedures are in place and ensure that all staff are aware of working practices in the nursery. There is an ongoing system for staff appraisal which includes their future professional development plans. These measures foster staff and pre-school development and ultimately promote positive outcomes for all children.

Children receive lots of individual care and attention because there are good staff to child ratios. Additional help from parents, for example, preparing the children's snack, enables staff to concentrate on working directly with the children. All staff demonstrate a commitment to ongoing training to develop their skills and knowledge. This ensures that children are cared for and supported by staff who are knowledgeable and motivated by new ideas.

Organisation of time is good and enables children to engage in both adult focussed activities and their own free play without interruption. For example, children have access to an ongoing snack bar during the morning where they choose when to sit and eat.

There is an operational plan which clearly outlines the aims of the pre-school and how these will be achieved to promote the children's safety, care and learning. The written policies and procedures underpin the good working practices in the pre-school. Some policies need updating in line with recent changes in legislation. All the required documentation is maintained to ensure the efficient day-to-day management of the provision.

Leadership and management of the funded nursery education is good. Staff and committee are positive in their approach and work hard to achieve constant improvement and good results with the children. The management team regularly review the working practices in the pre-school and evaluate the impact on the children. This helps them identify areas for improvement which can be included in the pre-school development plan.

Overall, children's needs are met.

## **Improvements since the last inspection**

At the last care inspection the setting were asked to improve fire safety procedures by clearly displaying the written fire evacuation plan. This is now clearly visible for all staff, volunteers and visitors to ensure all are aware of how the building is evacuated efficiently to promote the children's safety.

At the last inspection of the nursery education the setting were given three recommendations for improvement. They were asked to increase the staff's knowledge and understanding of the early learning goals in the areas of literacy and mathematical development. They were also asked to review the planning and assessment systems and to make more consistent provision for the older and more able children.



Since the last inspection the setting has made good improvement in their education provision. Some staff are attending further professional training and established have attended foundation stage training and workshops to improve their working knowledge and delivery of an effective learning curriculum. For example, staff have attended 'putting principals into practice' training which has provided them with good practical ideas which they implement well. Some staff have attended training to promote children's mathematical development and this is now a strong area. Overall, literacy has improved and opportunities for children to develop their writing skills is again a strong area. However, there is still some room for improvement with regard to some aspects of literacy.

The planning and assessment systems, as previously outlined in this report are effective. Staff have worked hard at developing a manageable system that ensures that children's progress is monitored and their next steps planned so that children continue to make good progress. A further recommendation to continue this good work with regard to planning for the 'outdoor classroom' has been set.

Focussed activity plans show where children need additional support or where they need to be provided with further challenge. Individual next steps are set for all children on their target sheets which identifies what can be done to progress their learning. Both these measures ensure that the more able children are provided with sufficient challenge to help them continue to make good progress.

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

Since 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):

- provide further play materials and resources which reflect non-stereotypical roles, racial, cultural and religious diversity and disability

- update the operational plan in line with recent changes in legislation, this refers to the child protection and complaint procedures

### **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):

- further develop the curriculum planning for the outdoor area
- provide more opportunities to encourage children's early recognition of letter sounds and to access books independently.

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