

Humptys Pre School

Inspection report for early years provision

Unique Reference Number	259699
Inspection date	10 November 2006
Inspector	Emma Bright
Setting Address	Carpond Lane, Wilburton, Ely, Cambridgeshire, CB6 3RJ
Telephone number	07951 302330
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Registered person	Humptys 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?

Humpy's Pre-School is managed by a voluntary management committee, made up of parents of children at the setting. It opened in 1984 and operates from a mobile building in the grounds of Wilburton Primary school. It is situated in the village of Wilburton, close to Ely. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open from 09:00 to 12:00 with a lunch club from 12:00 to 12:55 during school term times. The number of days it is open varies each term according to demand. All children have access to an enclosed outdoor play area.

There are currently 14 children aged from two to under five years on roll. Of these, 11 children receive funding for nursery education. Children come from the local area and surrounding villages. The pre-school currently supports a small number of children with learning difficulties and disabilities.

The pre-school employs three staff. Of these, two hold appropriate early years qualifications and one is currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to learn about healthy eating and enjoy some healthy snacks. They know that "milk makes your bones strong" and they competently help themselves to fresh drinking water when they need it, so that they are well hydrated. Parents provide their child's packed lunch, which is stored with an ice pack so that food remains fresh. However, a healthy eating policy has not yet been developed to share with parents to further promote children's health. Children's individual dietary needs are met as clear information is gathered from parents about allergies or special dietary requirements and this ensures children can eat safely.

Children effectively learn about personal hygiene through regular routines such as washing their hands before eating or after using the toilet; they know that they need to wash their hands "to get rid of the germs". Staff act as good role models, wiping down surfaces before serving food and after children have eaten to help children to stay healthy. All children learn about leading a healthy lifestyle through everyday, practical experiences. They run around and exert themselves outdoors in all kinds of weather and learn the importance of regular fresh air and exercise. Children develop good physical coordination as they competently climb large apparatus, and have great fun crawling through tunnels and into the tent where they excitedly jump up and down so their 'heads touch the roof!'. This helps them to develop good muscle control, feel relaxed and develop a sense of overall well-being.

If the children become unwell or have an accident whilst they are in the care of the pre-school, clear, up-to-date records are in place to make sure that appropriate care is given. Staff follow procedures effectively to make sure that parents are well informed about accidents or any medication that their child receives. All staff hold current first aid certificates so that they know what to do in the event of an accident or emergency.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a warm and welcoming environment; it is well prepared before they arrive with a very good range of quality resources, which stimulate children's interest. The low-level accessible storage of equipment significantly enhances the children's development; they engage in purposeful activity, as they safely choose items themselves to promote their independence. Resources have been carefully selected to support children's play. They are cleaned and checked regularly to ensure that they remain safe and in good condition.

Children's welfare is safeguarded and promoted by staff who have a very good understanding of the setting's child protection procedures, which are in line with those set out by the Local Safeguarding Children Board. They attend regular training in child protection to ensure their knowledge is up-to-date and a designated person ensures that any concerns are dealt with effectively, so that children's best interests are maintained.

Children move around safely under the constant supervision of the staff; they learn how to keep themselves safe when moving around indoors because staff gently remind them to use their 'walking feet'. In addition, children competently use a small mop to clear up their spills at the water tray so that they don't slip over. Children's safety is enhanced by good security procedures to restrict access to the setting, and to prevent them from leaving the premises

unaccompanied. Risk assessments and daily checks by staff further promote children's safety. Thorough safety policies and procedures are clearly implemented by staff to ensure children's safety, including regular fire drills to help children know what to do in the case of an emergency evacuation of the premises.

Helping children achieve well and enjoy what they do

The provision is good.

All children arrive happy and with eager anticipation at the setting; they thoroughly enjoy their time in the stimulating and very well resourced environment. Children play very well on their own or with others and form strong friendships with their peers. Close and caring relationships throughout the setting increase children's sense of trust and self-esteem. Children demonstrate great pride in their achievements and announce excitedly "Look at my firework!" Staff are sensitive to children's needs and interact well with them to extend their learning and play; they listen and respond to children's comments and ideas, treating what they say with respect. This contributes to the children's sense of belonging and continuously develops their confidence.

Staff have a good knowledge and understanding of child development and how young children learn. They use the 'Birth to three matters' framework as a reference tool to create an environment where younger children make good progress. They acquire new knowledge and skills because staff gently encourage them to participate in activities and use good questioning skills to help them think and develop their language.

Children are independent and confident, readily directing their own learning; they busy themselves, selecting additional resources to support their play from the wide range available to them. Children sustain attention for long periods of time as they become engrossed in their self-chosen tasks. For example, children re-enact familiar scenarios in lots of spontaneous role play; they talk on the 'telephone' and mend things at the work bench with their tools.

Nursery Education.

The quality of teaching and learning is good. Staff are knowledgeable about the Foundation Stage and of how children learn through direct experiences. They plan a wide range of practical, meaningful activities in which children readily participate. A flexible approach to this planning means that the balance between adult and child-led activities allows children to learn at their own pace. Children's achievements are linked to the stepping stones, and observations inform children's assessment records, which show that they are making good progress towards the early learning goals.

Children explore their creativity in art and craft; they paint pictures of "friendly crocodiles" from their imagination and create complex structures in junk modelling. They enjoy moving to music, demonstrating good listening skills to march or bounce up and down when the music changes. Children interact confidently with others, taking turns in conversation and enjoy listening to, and using spoken language in their play. They chat happily together and become involved in lots of discussion with staff about what they are doing as they tackle their activities. Staff use good questioning skills to encourage children to demonstrate what they know and extend their thinking. Children enjoy lots of activities to promote their small skills. For example, they use hole-punchers, scissors and small hammers with increasing control and this helps to develop their muscles and encourage good hand and eye coordination. Children use marks readily to represent their ideas; they 'write' letters to take home, draw with chalk on the

blackboard or make notes in their 'diaries'. They recognise their own name and some older children competently form recognisable letters to write their own name.

Children are highly independent and the free-flow of interesting activities, both indoor and outdoors enable them to share responsibility for their learning. They concentrate and persevere in tasks that stimulate them and demonstrate pride in their achievements. Children are adept at caring for their own needs; they help themselves to water 'because they are thirsty' and competently put on their coats for outdoor play. Children are developing a good understanding of numbers, counting and calculation. They use number in a meaningful context and understand that numbers represent sets of objects and written numerals. For example, they count how many children are present and correctly identify the corresponding numeral. Children develop mathematical ideas as they sort objects for size, colour and shape, and use mathematical language to describe position. For example, they sit 'next' to one another on the carpet and then decide to 'sit in the middle'. Children find out about and observe living things; they fill pots with compost, carefully making holes with their fingers and gently insert the 'baby' spider plants. In addition, they tend their plants in the outdoor area. They fill up their watering cans from the water butt, explaining that "you need to give them water to help them grow". Children use everyday technology in their play; they competently operate the tape recorder to listen to music, turning down the volume because "It's loud. Very loud" and they use the 'washing machine' to clean a variety of objects.

Helping children make a positive contribution

The provision is good.

Children show a strong sense of belonging as they greet staff and each other upon arrival at the setting each morning. They readily share experiences with adults, who encourage children to respect each other's needs and to use conventions such as 'please' and 'thank you'. Staff act as good role models, using positive language to reinforce the rules of the setting and as a result children work happily together. In addition, children's self-esteem is further enhanced through regular opportunities to act as special helper for the day; they relish completing their special tasks and this gives them a sense of responsibility.

Children benefit from the setting's strong emphasis of working with parents and carers. Thorough settling-in procedures that are based around their individual needs help to support children in the transition between home and the setting. Parents speak highly of the setting and staff; they receive good information about the setting so they know about activities and events, and have daily opportunities to discuss their child with staff. Parents speak highly of the setting and staff; they receive good information about the setting so they know about activities and events, and have daily opportunities to discuss their child with staff. A written daily record is shared between staff and parents, and this ensures parents have additional information about their child's day. All documentation is in place to share information with parents and carers, however the setting has not yet responded to changes in legislation regarding complaints, which means parents are not informed of these changes.

Children's spiritual, moral, social and cultural development is fostered. They work together co-operatively during group activities and learn to care for living things, such as helping to feed and water the pre-school rabbits. Children learn about the world they live in: they look at books and take part in a range of cultural and religious celebrations to help them develop positive attitudes towards diversity. Children with learning difficulties and disabilities benefit from staff's experience and caring support, which enables them to participate at their own

pace. Staff actively work with parents, carers and other agencies to support the children's needs and this ensures that they are fully included in the life of the setting.

The partnership with parents and carers of children in receipt of early education is good. Staff actively seek parents' views about their child's needs, interests and achievements before the child starts, and on a regular basis throughout their time there. This contributes to children's well-being in the setting. Parents can view their child's records at any time and they can meet regularly with their child's key worker, which means they are informed of how their child is progressing and developing. Children regularly participate in the book lending scheme, so they can share stories with their parents. However, parents have fewer opportunities to support their child's learning at home. This means that children do not benefit from the sharing of activities with their parents that would further enhance their learning.

Organisation

The organisation is good.

Children benefit from a well prepared environment that stimulates and interests them, enabling them to make decisions and pursue their own interests. This contributes to their enjoyment at the setting. Children are happy and confident because staff develop warm and affectionate relationships with them. Rigorous recruitment and vetting procedures ensure that adults are suitable and have appropriate skills and knowledge to work with children. The induction procedure and detailed operational plan ensures that all members of the team are clear about their roles and responsibilities. Over half of the staff team hold early years qualifications and appraisals identify areas for professional development to further improve staff's knowledge and understanding of the needs of the children.

Policies, records and procedures are clear and comprehensive, underpinning the good practice in promoting positive outcomes for children. Staff regularly attend a range of training opportunities, which means that children benefit from practices which are in line with current ideas and legislation. In addition, the setting actively seeks parents' views through the use of questionnaires to further improve children's care and learning. Good settling-in procedures ensure that parents feel secure in the care their child receives and this means children settle readily and become confident members of the pre-school.

The leadership and management of children in receipt of funding for early education is good. Systems are in place to look at the effectiveness of the provision and through this evaluative practice the staff team continue to enhance children's experiences at the setting. The manager is committed to continually developing the setting's practice to ensure that all children have access to good quality learning experiences. Children benefit from the staff's knowledge and understanding of how children learn and their ongoing commitment to further training to update their knowledge and practice. Staff work well together as a team and demonstrate great enthusiasm for creating a learning environment that promotes positive outcomes for children. Overall children's needs are met.

Improvements since the last inspection

At the last inspection, the provider agreed to improve the child protection policy and increase staff's knowledge of child protection issues. The provider also agreed to improve documentation, hand washing arrangements and safety in the garden, and provide children with fresh drinking water. The child protection policy has been updated and staff attend regular training, which means children's welfare is safeguarded. All documentation has been reviewed and updated

to comply with the National Standards; however, following changes in legislation the complaints procedure is in need of further updating to improve information for parents. This has been raised as a recommendation at this inspection. Children have access to fresh drinking water, suitable hand washing facilities and the garden has been made safe. This means children's health and safety is promoted.

At the last nursery education inspection, the provider agreed to improve planning and teaching methods, and develop the system of assessment. Staff have reviewed and updated the planning to ensure that children benefit from sufficient challenge and support, which enhances their individual learning needs. Children's assessment records are still being developed. They are used to inform the planning, identify the next steps in children's learning and parents have opportunities to contribute to their child's records.

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):

- develop a healthy eating policy and share with parents to further promote children's health
- develop knowledge and understanding of the changes in regulations with regard to complaints, ensuring that the procedure is updated.

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):

- continue to develop further opportunities for parents to be involved in their child's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk