



White Hill Pre-School

Inspection report for early years provision

Unique Reference Number	108056
Inspection date	18 October 2006
Inspector	Susan Elizabeth Tovey
Setting Address	White Hill, Chesham, Buckinghamshire, HP5 1AG
Telephone number	01494 775190 or 01494 782359
E-mail	
Registered person	Deborah Jane Chamberlain
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?

White Hill Pre-School has been registered since 1997. It operates from a room within the White Hill Community Centre in Chesham. The pre-school have access to a playroom, kitchen and cloakroom facilities. The children have use of an outdoor play area. The pre-school serves families from the local surrounding area.

There are currently 21 children on roll. This includes 12 in receipt of nursery education funding. The group supports children with learning difficulties/disabilities and those who have English as an additional language.

The pre-school opens five days a week during school term times. Sessions run from 09.15 until 12.15 each day. Children attend for a variety of sessions.

There are six part-time members of staff employed to work directly with the children. Two members of staff hold relevant early years qualifications and two are working towards qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn good hygiene practices as part of their daily routine. Most children are independent in their self-help skills whilst staff provide appropriate levels of support for younger children as they are developing their ability to do this. Children wash their hands at appropriate times and understand the reasons for doing so. Many children put on aprons for messy play and outdoor clothes, often persevering to do this independently. There are suitable procedures in place to ensure good standards of cleanliness and to promote good hygiene throughout the pre-school and thus minimise risk to children. All staff have relevant first aid training and the children are well cared for, due to efficient procedures in place for first aid, accidents and medication, all of which are shared with the parents.

The children are served a variety of healthy snacks. They have good appetites and enjoy a variety of fruit and vegetables, for example cherry tomatoes, banana, apple and cucumber. Their individual dietary needs are clearly known and followed by the childcare staff. Snack times are well organised, children sit at small tables and eat in a relaxed and social atmosphere. The staff encourage the children to engage in conversation with their peers; as a result the children are increasing their social skills. Children are developing their independence skills as they help themselves to fruit at snack time and pour their own drinks. The children are regularly offered drinks to ensure none remain thirsty.

Children delight in daily physical activity where they have good opportunities to reinforce and further develop their physical skills to maintain a healthy body. They play outside in the fresh air daily, for example on the wheeled toys having races down the slope, and confidently balance on logs and beams. Children use a range of equipment and practical life exercises, to develop competent small motor control. They pour small quantities of water accurately, clear up any spills and use appropriate tools with the play dough and creative activities, such as painting and sticking.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the welcoming surrounding as staff greet them and their parents warmly; this ensures they feel secure and content. Space is limited but very well organised and used effectively to allow children opportunities to be active, engage in table top and floor activities. They enjoy opportunities to relax and share books on the carpet area or at the tables.

They have access to a wide range of good quality toys and equipment, which are appropriate for their age and development. Toys are set up, inviting and enticing children to play. Others are easily accessible which encourages children to make their own choices and develop their

independence as they choose and move freely between activities. All the furniture and play equipment is clean and in good condition to ensure children are not harmed.

Children receive very good levels of supervision as correct ratios are maintained at all times. They relax and play happily in an environment where staff have an excellent awareness of security. Staff are alert to potential hazards and risks are minimized. They conduct regular checks to ensure that the children can enjoy an environment and equipment that is well maintained. Children are well supervised on the stairs to and from the outdoor play space and are always accompanied to the toilet. Children are learning to keep themselves safe too. They tuck chairs in after them so no trip hazards occur and take part in regular recorded fire drills.

Children's welfare in the pre-school is safeguarded by staff who are vetted and have a clear understanding of their role with regard to child protection issues. Implementation of effective systems, such as the collection of children and recording of visitors, formal and informal risk assessments, contribute to ensuring children's safety

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and relaxed and enjoy their time in the pre-school where they further develop their knowledge and skills within a stimulating, supportive atmosphere. They receive very good quality care and occupy themselves well playing independently and in small groups. They access a wide range of resources and have excellent relationships with staff who take a continual interest in them.

Nursery Education

The quality of teaching and learning is good. Children are making very good progress in personal, social and emotional development. Children are eager to be involved in activities and concentrate well as they thread beads to make caterpillars, necklaces and bracelets. They feel a sense of achievement as they proudly show their artwork to their friends. Children are polite, behave well and show concern for others during play. They demonstrate good independence skills as they tidy away resources, select their own choice of collage materials and pour their own drinks at snack time. The children's attitude to learning is positive and they play an active role in this, as they make choices from the activities offered. They concentrate well during routine activities, such as circle time, they listen carefully to instructions and attentively to stories. The children negotiate well with one another whilst waiting to do a painting and ride the bikes. Children are very confident and self-assured. They are secure in their relationships with adults and interact positively with other children. They select activities from available resources and concentrate well as they complete their chosen tasks. They are independent in their self-care skills, with most children able to put on their outdoor clothes and aprons for painting. The children are familiar with the daily routine and follow this well. Children are confident speakers and engage easily in conversation with others as they play. They chat together whilst playing with train set and small world people, ordering their thoughts well before speaking. Staff encourage children to notice letter sounds and children show an awareness of word shapes as they select their own name card on arrival. The children enjoy exploring books, both independently and in small groups throughout the session. The book area is comfortable with books displayed in an inviting

way. Children are captivated during story time which is brought alive with the use of puppets, they eagerly await what happens next. The children can explore mark-making as a write and drawing activity at the table or help themselves from resources available. They use small notepads for recording 'Aliens' they have spotted, drawing maps and chalking on the wall outside. Some children can writing their own names on their work, others attempt with support of staff on their art work. Children's mathematical development is excellent. They are very confident with numbers and counting. They count ably up to 10 and over and staff reinforce children's counting skills as opportunities arise. Staff make learning fun and capture children's attention well as they develop their number recognition skills. Children understand the sequence of numbers and have excellent opportunities to develop their awareness of calculation. They sing number rhymes and work out how many more cups are needed for all the children at snack time. Children show a sound understanding of different shapes and rise to the challenge of finding a shape with two different attributes. They understand comparative language and are able to correctly identify the tallest and shortest child in a group. Children have the opportunities to build and construct with a range of objects and materials. They talk about their families and special events and show awareness of time. Children's observation skills are good and they notice the changes in the weather during the day. Through planned activities the children are becoming aware of cultural, religious events and customs of countries of the world. They are able to explore, investigate and make discoveries, for example, they use magnifying glasses to look at insects in the garden. They are learning about how things grow, as they plant seeds and bulbs. Children enthusiastically take part in physical activities and have good opportunities to reinforce and further progress their skills. They demonstrate good spatial awareness when playing outside using wheeled toys, as they adjust speed, change direction and avoid collision. Children show good hand-eye coordination as they practise throwing and catching balls. They develop their fine muscle movements as they cut with scissors, manipulate play dough with their hands and use a range of small scale resources. Children enjoy joining in games where they use their imagination and act out stories. The children take part in many art and craft activities, the materials are laid out and children are encouraged to make independent choices and explore freely. Staff use their time effectively to prepare the environment and activities before children arrive. Staff plan a good range of activities so children have daily opportunities to progress in all learning areas. Regular observations are made of children's learning and staff maintain assessment records which chart children's progress through the stepping stones. Some records show children's future short term learning targets but this practice, however, is not consistent for all children. Staff have high expectations of children with regard to behaviour and, as a result, children behave very well during sessions where they feel secure and well supported.

Helping children make a positive contribution

The provision is good.

Children are treated with respect and staff use praise and encouragement to help them develop positive self-images. Children develop a sense of ownership in their environment as they have their own clothes peg and work displayed. They show a sense of responsibility as they help tidy away toys at the end of the session. Children have a very good relationship with staff and one another and show consideration for others as they share resources, such as wheeled toys, and play happily alongside each other. Planned topics and resources within the setting help develop

children's awareness of different cultures and diversity within society and staff appropriately foster children's spiritual, moral, social and cultural development. Staff treat all children with equal concern and work with outside agencies as appropriate to ensure all individual needs are met. Children's behaviour is very good. They respond positively to staff requests and learn good manners from staff who act as positive role models.

The pre-school's partnership with parents is good. Children benefit from this positive partnership as their main carers work together in their best interests. Parents are warmly welcomed into the pre-school and encouraged to be involved with their child's learning. They receive regular and detailed information about pre-school practice via verbal exchanges and information displayed. They are invited to view their children's records at any time, although not all records clearly show their child's next steps in learning. Parents have access to pre-school policies although the complaints policy has yet to be updated to show the current address of the regulator.

Organisation

The organisation is good.

Excellent teamwork contributes to children having fun, positive, play and learning experiences at the pre-school. Staff are aware of their roles and responsibilities and work cohesively together to ensure pre-school sessions run smoothly. They are vigilant to children's needs and ensure children are well supervised and ratios met. Staff are efficient, professional and organise a stimulating environment in which children focus well on learning through well supported, purposeful play. They have a good understanding of how children learn and update their skills by regularly attending external training.

The leadership and management of nursery education is good. Children make very good progress towards the early learning goals. Practice is regularly monitored and evaluated and action plans are in place to show how the pre-school plans to further improve. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Most documentation to support all areas of practice are well maintained, although some need to be updated. Overall, the pre-school meets the needs of the range of children for whom it provides

Improvements since the last inspection

Since the previous care and education inspection the pre-school have addressed all care recommendations raised relating to partnership with parents, hygiene and documentation. Children's health records have been updated to include all relevant information and procedure for dealing with allergies. Policies and procedures relating to day care activities are readily accessible on the premises and are made familiar to the staff. team. The nappy changing facilities have been improved with regard to comfort and privacy. The pre-school was asked to improve children's observation records to include the next step in children's development and share with parents to keep them informed about their children's progress. All children's observation records are shared with parents although records do not consistently show the next step in development. Therefore this is carried forward within the nursery education recommendations relating to this inspection.

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):

- update complaints procedure to include the new Ofsted contact numbers and current address.

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):

- review children's development records to ensure they consistently show children's future short term learning goals.

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