



Vorda Pre School

Inspection report for early years provision

Unique Reference Number	109095
Inspection date	08 November 2006
Inspector	Rosemary Davies
Setting Address	British School Building, Brewery Street, Highworth, Swindon, Wiltshire, SN6 7AJ
Telephone number	01793 763668
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Registered person	Vorda 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?

Vorda Pre-School was established in 1975 and is a registered charity. It is managed by a voluntary committee made up of parents of children at the pre-school. It operates from the British School Building which it rents from the United Reformed Church in Highworth, Wiltshire. Children attending come from the town itself, nearby Swindon and surrounding villages.

The pre-school uses a large hall to accommodate three and four year olds, whilst two year olds use a smaller, adjacent room. There are toilet facilities for each room and use of a kitchen. There is ready access to a hard surfaced, outdoor play area, a grassed area and a garden, all of which are secure. The pre-school opens for five week days during school terms. Sessions run from 09.15 to 11.45 and from 12.45 to 15.15. There is an optional lunch club which runs from 11.45 to 12.15 daily. Children attend for a variety of sessions. There are currently 55 children

from two to four years on roll. Of these, 32 receive funding for nursery education. The pre-school supports children with physical disabilities.

The pre-school employs 11 part time staff of whom four have appropriate early years qualifications at level three or above. Regular support is provided by the local authority and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and physical well being is maintained very well in this pre-school. Staff follow stipulated procedures carefully to keep children in good health. They make parents fully aware of when children cannot attend the group owing to illness. Staff report notifiable illnesses to the appropriate authorities. The medical record is not kept with due regard to confidentiality. Children use a clean, hygienic environment. Again, staff follow procedures well. They give water trays a thorough clean after each session, for example. They use different sinks for food preparation and general cleaning activities. Suitable nappy changing procedures are used but nappies are not disposed of appropriately.

Children make excellent progress in learning about healthy living. They enjoy fresh air each session. They take daily exercise and develop their physical skills well, learning to control their bodies as they use hoops and develop ability in using bats and balls. They learn about their own needs, taking drinks when required and knowing that warm clothes are needed in cold weather. Children eat healthy snacks, which they help prepare, such as fresh and dried fruit or cheese and crackers. Staff sit with the children during snack time, being good role models and discussing with the children which foods are good for them and why. Staff work closely with parents to promote a consistent approach to healthy eating between home and the pre-school. This results in most children bringing healthy packed lunches from home to eat at the Lunch Club.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety is maintained at all times owing to the excellent range of systems in place. Staff have a thorough grasp of the principles of risk assessment and follow stipulated procedures meticulously. As a result staff work together highly effectively to make sure that children play with suitable, safe and extremely well maintained equipment, that the premises are secure and that children are always closely supervised. Staff use 'walkie-talkies' to maintain contact with the office when playing with children outside. All staff take suitable first aid courses and update their skills regularly. Excellent systems ensure that first aid supplies are regularly renewed. Children's welfare is safeguarded as staff understand their responsibilities for protecting children. They update their training regularly.

Children use an extremely welcoming and child-friendly environment. Full use is made of the outside areas for outdoor learning. The environment is organised extremely well to help all

children play independently, through use of an outstanding range of visual prompts. Children learn how to keep themselves safe, being encouraged to keep the playrooms tidy so that no-one trips over toys, and learning to use real tools, such as scissors and knives, safely.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children throughout the pre-school delight in their play-based experiences. Staff make excellent use of the 'Birth to three matters' framework to provide activities which capture the interest of the youngest children making them eager to join in. Children learn through using all their senses. They benefit from the favourable adult to child ratio, receiving much individual support. Staff know the children extremely well. They take account of children's preferences and often follow the children's lead. Children learning to use scissors, for example, try out their cutting skills for as long as they wish, with staff patiently supporting them. Established routines meet children's welfare needs well, providing daily times for exercise and fresh air, quieter periods to hear stories and look at books and times for nourishment.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals of the Foundation Stage. This is owing to staff having a secure knowledge of the aims for children's learning planning a broad and mostly balanced programme of experiences. The programmes for children's personal, social and emotional development, mathematical development and creative development, are particularly good. Children are extremely well motivated, concentrating very well at their self-chosen activities. They develop excellent self-help skills as they help prepare snack and readily wash and wipe up their own dishes. They cannot, however, make their own decisions as to when to take their snack. Children develop warm relationships with staff. They gain a good early understanding of early numeracy, which staff integrate well into all areas of learning. Staff are particularly skilled at picking up on spontaneous opportunities for promoting mathematics. Children thoroughly enjoy their creative activities, exploring a wide range of media and materials. One describes red water as being, 'like jam', whilst another thinks it is, 'dinosaur's blood'!

Children thoroughly enjoy clearly read stories. Those with additional needs, benefit from the high levels of adult support offered. This aids all children to develop their conversation skills well, as they discuss their activities and home lives individually. Children begin to develop an effective pencil grip and some 'sign' their work. Staff do not always encourage children's early mark making skills fully. They do not model writing explicitly to children. Staff observe children well and assess them accurately, using the knowledge gained to plan appropriate challenges for children's future learning.

Helping children make a positive contribution

The provision is outstanding.

This pre-school makes all children and their parents and carers, extremely welcome. Staff treat all children as individuals, valuing their efforts and praising them appropriately, which develops

their confidence. They give extremely clear explanations, making excellent use of 'picture clues' and British Sign Language, so that all know what is expected of them. As a result, children's behaviour is excellent. Children's spiritual, moral, social and cultural development is fostered. Staff work closely with parents and a range of outside professionals, to provide appropriately for children with additional needs, so that they are fully included in all that the pre-school offers. The partnership with parents and carers is outstanding. A wealth of information about the group is displayed clearly in the entrance hall and policy brochures may be borrowed to be read at leisure at home. A daily 'lending library' encourages looking at books and hearing stories at home, and special speakers come in to talk with both staff, parents and carers.

Organisation

The organisation is good.

The manager and chair of the committee work together effectively, with clearly defined roles and responsibilities. All share a clear vision for the pre-school's future. Robust procedures ensure that children are cared for by staff and volunteers who are cleared as suitable to work with them. Strong emphasis is placed on staff qualifications and on-going training. Staff understand the National Standards. There are clear policies and procedures in place to ensure these are met, and which underpin the safe and efficient running of the pre-school. All required documentation is in place, although two policies require minor amendments. The use of an accreditation scheme ensures any weaknesses are identified and addressed, the group having already picked up the need for a new medical record system. Effective staffing levels ensure ratios are maintained in times of staff illness. The setting meets the needs of the range of children for whom it provides.

The leadership and management of nursery education are good. The manager provides clear, positive leadership to the staff team. She deploys staff well. The staff team clearly get on well together and are supportive of each other, celebrating each other's successes in training. This commitment to on-going training benefits the children as staff constantly seek to improve what they offer the children, such as providing more outdoor learning. Time management is good overall, although snack time is overly long for some children. Parents' and carers' views are sought through questionnaires through children's time in the pre-school, which leads to some changes which benefit the children.

The manager seeks, and acts on, the advice of outside professionals. The local authority's scheme for self review is used as a tool to identify the pre-school's strengths and weaknesses and to evaluate the nursery education programme.

Improvements since the last inspection

Following the last care and education inspections, the pre-school was asked to develop a policy for lost children and to consider developing the evaluation system and 'lending library'. A suitable policy document and process is now in place, which will help in the event of a child becoming lost whilst in the pre-school's care. The group evaluate children's learning effectively and the 'lending library' is available daily with many parents making use of it. Both these actions have improved the quality of education provided.

Complaints since the last inspection

Since the 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.

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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):

- re-consider the disposal of nappies and ensure medical records respect confidentiality

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 promote children's emerging mark making skills and develop staff's ability to model writing.
- consider allowing children to make their own decisions about when to take snack

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