



Ancells Farm Community Pre-School

Inspection report for early years provision

Unique Reference Number	110040
Inspection date	28 November 2006
Inspector	Catherine Hill
Setting Address	Ancells Farm Community Hall, Falkners Close, Fleet, Hampshire, GU51 2XF
Telephone number	01252 815496 or 01252 615744
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Registered person	Ancells Farm 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?

Ancells Farm Community Pre-School opened in 1991. It operates from a community hall on an estate, comprising of housing and a business park in Fleet, Hampshire. The group serves the needs of families in the area and the intake reflects the local community.

The group is registered for a maximum of 24 children aged between two and under five years, although children are usually aged two years nine months before being offered a place. There are currently 24 children on roll. This includes 22 funded children. Children attend for a variety of sessions. The group supports children who have learning difficulties/disabilities and children who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09.15 to 12.00 Monday, Tuesday, Wednesday and Friday. On Mondays children are able to bring a packed

lunch and stay until 13.00. A pre-school plus session operates from 09.15 to 12.45 on Thursday for children due to start school the following September.

Two full-time and three part-time staff work with the children. Four members of staff have early years qualifications. The setting receives support through a teacher mentor from the local school and the Early Years Development and Childcare Partnership.

The pre-school has been accredited through the Pre-school Learning Alliance's Aiming for Quality scheme and is currently working towards re-accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy as the pre-school follows good health and hygiene procedures. Staff use anti-bacterial spray to clean tables and sweep the floor, as required, to ensure children play and learn within a clean environment. Children show a firm understanding of good hygiene procedures as they wash their hands after messy play and before eating. They are protected from illness and infection and receive appropriate care if they have accidents as all staff are first aid trained. Records are maintained of all accidents with the majority containing all necessary detail. Children have very good opportunities to maintain a healthy body and to develop their physical skills. They play outside in the fresh air on a daily basis and enjoy practising their throwing and catching skills with balls, and developing their coordination skills as they manoeuvre around each other when playing with wheeled toys. Staff work well with parents to ensure children follow a healthy diet. Parents send in a variety of fruit for the children to share at snack time. Children enjoy eating bananas, apples, grapes and oranges and have either milk or water to accompany their snack. Their understanding about good health is reinforced through topic work where, for example, they have learnt about food and drink which is good for their teeth. To support their good health practices the pre-school carries out a food hygiene risk assessment and has a range of policies covering diet, health, hygiene and sickness.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are warmly greeted by staff on arrival at the pre-school. They have good play space and staff set out the room before children arrive to provide a stimulating atmosphere for learning. Children's work is valued and displayed alongside educational posters and a range of table top and floor activities provide variety for children throughout the session. Children move freely and safely between activities and take an active interest in all the resources provided. For example, they freely paint, use the computer and play with construction materials. All resources are clean and age appropriate and all children have opportunities to choose what to play with. The pre-school has a wide range of resources which promote learning in all skill areas and these resources are regularly rotated to maintain children's interest. Staff give high priority to maintaining a safe and secure environment for children. Good procedures are in place to ensure the safe collection of children and staff escort children to and from the toilets. They quickly mop up any water spillages from the water tray to ensure children are not at risk of

slipping on a wet floor. A detailed safety policy supports their practice. Children learn how to keep themselves safe whilst at the pre-school as they take part in regular recorded fire drills. They learn about road safety through visitors to the group, such as the police. Children's welfare is well safeguarded as staff understand their role with regard to child protection and there is a member of staff designated to this area. Supporting literature is held on file for reference and three members of staff have attended additional training to that received at induction.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy themselves during pre-school sessions where they receive sensitive support from kind, caring staff. They have daily access to a range of activities and resources to promote learning in all areas. They are constantly active in their play and learning as they move from one activity to another. They have excellent relationships with staff and the keyworker system is effective in ensuring all children have a consistent carer. Staff plan a range of activities for children appropriate to their individual age and stage of development having regard to both the Birth to three matters framework and Foundation Stage curriculum.

Nursery education

The quality of teaching and learning is good. Staff talk to children throughout sessions and are alert to learning opportunities building on children's interests. For example, children playing with the sand are skilfully led to discovering the properties of wet and dry sand through excellent staff questioning and explanation. Staff are knowledgeable about the Foundation Stage curriculum and maintain excellent records showing children's individual learning targets. Children's personal, social and emotional development is very good. They are motivated learners keen to sample all activities throughout sessions. They show consideration to others as they offer play food to their friends, show independence as they change into their boots before outdoor play and take responsibility for their environment as they help tidy away resources before snack. Children are confident speakers and enjoy sharing books. They understand that print carries meaning and listen attentively to the story of the 'Christmas Angel'. They practise their writing skills in the role play area and some children write their names with clear recognisable letters. Children's numeracy skills are developing well and some independently count during sessions, for example, they count the number of children waiting to wash their hands before snack and the number playing with the sand. Staff plan topics to develop children's knowledge of shapes and encourage children to develop an understanding of basic calculation as they ask them if there are more boys or girls in a line. However, they do not consistently use opportunities during everyday activities to reinforce children's counting and number recognition skills.

Children learn about their local environment as they walk to the local post office and about the wider world through visitors to the group, such as the local vet and firemen. Daily calendar activities reinforce their understanding of the changes in the weather and of the passage of time. They enjoy using the computer to support their learning and carefully use the mouse as they concentrate to complete activities. They have fun as they explore and discover the properties of wet and dry sand and develop an understanding of cause and effect as they observe how sand but not plastic spoons will pass through a funnel. Children's physical

development is very good. They move confidently and competently around the pre-school environment and demonstrate good fine motor control as they build construction models, write and paint. They enjoy creative activities and use their imagination well as they pretend to cook in the role play kitchen. They make collage cards and calendars but more able children are not always appropriately challenged to extend their skills. Children enthusiastically join in with singing nursery rhymes and are building a repertoire of new songs as they practise singing for their Christmas celebration.

Helping children make a positive contribution

The provision is good.

Children are confident and have good self-esteem as a result of the praise and encouragement they receive from staff during sessions. They all play harmoniously together and happily share resources, such as play food, in the role play area. They are very sociable and stand side by side as they paint and chat merrily to each other about what they are painting. Staff take a genuine interest in all children and appropriately foster children's spiritual, moral, social and cultural development. Children have very good relationships with each other and behave very well throughout sessions. They are polite and respond positively to staff who act as good role models with regard to manners. Staff liaise with parents and outside agencies to ensure children with learning difficulties/disabilities receive very good levels of support to develop their knowledge and skills.

The partnership with parents and carers is outstanding. Parents have access to a wealth of information about the pre-school's practice via information displayed and easily accessible to them. Regular newsletters keep them informed about topics and activities their children will be learning about and share information on how they can support their child's learning at home. Parents are welcomed into the group and are on the pre-school committee. They are very happy with the pre-school and the care and education provided for their children. They share information about their child through daily verbal discussion with staff and are given their children's development folder on a termly basis so they can see how their child is progressing. Staff share children's future short term learning targets with parents and parents have an opportunity to record any comments they may have about their child's progress. Parents have access to resource boxes with literature relating to early years care and education and special needs. Children benefit from this excellent relationship between their main carers as the good communication links result in consistent care being provided to meet each individual child's needs.

Organisation

The organisation is good.

Children are very happy within the pre-school where they settle quickly and have good trusting relationships with the staff. The pre-school has an excellent staff team who work cohesively together to ensure all children are well supported within an organised and stimulating environment. Staff understand their roles and responsibilities and plan activities to ensure children have opportunities to progress daily in all skill areas. Staff have a good working knowledge of both the Foundation Stage and Birth to three matters framework which is reflected

in their planning records. Professional development is ongoing to ensure staff further develop their knowledge and skills although there is no rigorous system in place to ensure continuing staff suitability.

The leadership and management of nursery education is good. Children are making good progress towards the early learning goals. Practice is continually monitored and evaluated and records maintained of these reviews. Staff are committed and dedicated to ensuring good standards are maintained and have identified areas for further improvement.

Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Documentation is securely stored and policies in place to support all areas of practice, although the complaints procedure has yet to be updated in line with the 2005 amendments to the National Standards. 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 inspection the pre-school has reviewed and updated their records and documentation. The behaviour management policy now includes a statement regarding bullying and the child protection policy details the procedure to be followed in the event of an allegation being made against a member of staff. All records are maintained in ink and times of arrival and departure of visitors recorded, together with children's attendance times if outside the core session times. The complaints procedure now includes reference to the regulator although the policy has yet to be updated following the amendments to the National Standards in 2005.

Since the last education inspection opportunities for children to select and cut materials for themselves have increased, with scissors accessible on the craft resource trolley. Children have also had increased opportunities to become familiar with and recognise shapes through planned topic work on shapes and by the repositioning of the shape poster. The pre-school has also repositioned their number poster so children can become familiar with and recognise numbers although staff do not always take advantage of everyday activities to reinforce children's numeracy skills.

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 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):

- devise and implement a rigorous system to assess the continuing suitability of staff
- update the existing complaints procedure in line with the 2005 amendments to the National Standards

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):

- provide more able children with appropriate challenges to extend their knowledge and skills
- provide children with increased opportunities to develop their counting and number recognition skills during everyday activities.

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