



East Harptree Nursery Pre School

Inspection report for early years provision

Unique Reference Number	133021
Inspection date	23 November 2006
Inspector	Timothy Butcher
Setting Address	East Harptree Theatre, Middle Street, East Harptree, Bristol, BS40 6AZ
Telephone number	01934 744593
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Registered person	East Harptree Nursery Pre School
Type of inspection	Integrated
Type of care	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.

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?

East Harptree Nursery Pre School operates from the Theatre Hall in the village of East Harptree near Bath. The preschool is owned and managed by a committee of parents. The preschool uses the main hall, kitchen, resource room, preschool room and toilets on the first floor.

The preschool is registered to provide 28 places for children aged between two and under five years. There are currently 53 children on roll. This includes 29 funded three and four year olds.

The preschool supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The pre-school is open five days a week during school terms. Sessions last from 09.00 to 15.15 each day.

Ten staff work with the children all of whom have an early years qualification. There are also two students on placement. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is strongly promoted because good procedures and practices are in place to meet their individual physical, nutritional and health needs. Children are well cared for by staff who consult closely with parents and carers. There are clear policies and procedures for dealing with accidents, incidents and the administration of medication.

Effective hygiene procedures are used when nappies are changed and staff ensure that children are kept comfortable. Children are very well supported as they learn toileting and similar self-care skills. Staff work closely with parents to ensure a consistency of approach and information is readily provided to parents at the point of collection. Children routinely follow sensible hygiene procedures in regard to hand washing, following visits to the toilet and after messy play.

Staff are fully aware of children's dietary needs and preferences. Children choose from such things as fresh vegetables, bread sticks and fruit at snack time and a choice of drink. Water is readily available and visible to them throughout the day. Children have very good opportunities to learn about healthy eating. A recent theme on transport prompts children to explore where their favourite foods come from and how it gets to them. Parents are consulted and support their child's learning through a questionnaire. A series of well planned and linked activities around this topic, provide children with very good experiences. Their learning about healthy eating is effectively supported. They develop their knowledge and understanding of the world around them. When asked, children clearly communicate their knowledge about 'five healthy options a day'.

Opportunities each day are provided for children to get exercise and to practise physical skills. 'Robins' and 'Dolphins' groups have their own individual play periods using the large hall. They learn to steer and to negotiate objects and each other, using sit-on equipment. At other times they practice their coordination skills with action rhymes and movement to music and learn to hop, jump and run with increasing skill and confidence. Equipment in the playroom is regularly varied and children learn to climb up and over, around and under when using the climbing frame during child initiated play. The group have limited opportunities to take play outside but make good use of the opportunities within the surrounding area to take children out to walk.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have a safe environment in which to play. The provider has carried out a thorough risk assessment of the premises and has effective control measures in place to reduce the risk of accidental injury to children. Daily visual checks are undertaken of the premises and of the equipment put out in readiness for children. An effective reporting procedure ensures any

identified concerns are soon addressed. The premises are secure and entry is monitored. Children have a clear understanding about how to keep themselves and others safe. Children regularly practise the fire drill and they clearly know what to do, should they hear the whistle. Children enjoy using the climbing frame and slide. They laugh and smile as they take turns to use the slide and wait for each other to be out of the way before starting their descent. Staff are at hand to prompt children to remember that they should not climb back up the ramp. Children are aware of each other as they climb into the train engine during role play and enthusiastically wave the flags, without mishap, as they start the journey to the 'seaside'.

The use of space is very well organised to create a welcoming and very stimulating environment for children. This significantly contributes to children's enjoyment and learning. Areas for role play are particularly creatively organised with quality resources and with close attention to detail that brings to life the topic. Role play is made very meaningful and as a result children have very rich experiences, become completely engrossed in their imaginative play and are offered very good learning opportunities within the activity.

The playroom is made attractive and children benefit from the comprehensive range of resources on offer. These are very appropriately laid out for their purpose, for example, toy and resource trays are at low level. This effectively encourages children to exercise choice and to have easy access to the toys and materials. Children are provided with an extensive variety of resources that cover each of the areas of learning.

Children have their welfare safeguarded because staff have a clear awareness of their responsibilities in regard to the protection of children and a sound understanding of the possible signs and symptoms of potential abuse.

Helping children achieve well and enjoy what they do

The provision is good.

The quality of care is good. Children are warmly welcomed. They are eager to attend and thoroughly enjoy their time at the preschool which puts them first. A comprehensive induction process, that includes a home visit, ensures that children's needs are identified right from the start. Children new to the setting are very well supported by sensitive staff who have a clear awareness of each child's home routines and interests. As a result children settle-in well. Staff have a clear understanding of how children develop and learn. There is a strong focus on developing children's sense of self, their confidence and their emotional well-being. This leads to the positive dispositions and attitudes that are the building blocks for successful later learning. A format in line with the Birth to three matters framework for children under three years (Possums group) is linked into the Foundation Stage Curriculum for children over three years (Robins and Dolphins groups).

Nursery education.

The quality of learning and teaching is good. Children have very good attitudes to learning. They are enthusiastic and fully involved in a broad range of exciting and developmentally appropriate activities that fire their imaginations, capture their interest and provide them with suitable challenge. Staff effectively support children's play and learning. They have a good

understanding of each child's stage of development as the size of the setting and effective methods of communication, allow them to get to know the needs of children very well. Teaching is rooted in a secure understanding of the Foundation Stage Curriculum. Clear written observations of children's achievements are consistently recorded and these strongly contribute to the process of assessment. Long-term and medium-term plans comprehensively cover each area of learning and the information gained is used effectively to guide planning in general. The setting has taken on the recent changes to the way children's profiles are recorded but this has yet to be fine tuned so that the use of the observation and assessment process more closely influences the planning for children's immediate next steps in development. Staff are fully aware of this and are working towards the consolidation of the new processes. Children make at least good progress in relation to their starting points because the skilled staff team have a clear understanding of how children learn and progress and their interactions strongly support children's learning.

Children are eager to learn, self assured in their play and confident to try new experiences. Activities are very well planned and provide meaningful activities that integrate learning on a number of levels, for example, during the theme on transport where children role-play the train station they practice counting out money in exchange for tickets. They explore 'under and over' in regard to the tunnels and bridges as they plan their route. They discuss together familiar events and share their experiences of going to the seaside and on a journey. Children use the sand pit to fill containers and explore quantity. They offer each other 'ice cream' using scoops and other tools to fill different sized cones with sand. They call the station using a phone to let everyone know the train is about to leave and ask other children to join them on their journey, explaining where they are going and what they hope to see. Children are provided with rich experiences and play a dynamic role in their own learning.

During 'show and tell' children are skilfully supported by staff to talk in a small group of children. They have fun with phonics as they learn about the 'cheeky kicking k'. Children grow in confidence when they tell the group about the item they have brought from home. They have regular opportunities for mark making and they write for a purpose through a number of meaningful activities throughout the day. Very good information provided to parents, via the home link news sheet, ensures that they are kept fully informed about the topic area and the intended learning for their child during the forthcoming term. This includes information about reading books, the letter of the week, numbers, colours and shape. This provides very useful information to parents about how they can be involved with their child's learning from home.

Helping children make a positive contribution

The provision is good.

The partnership with parents is outstanding. An excellent partnership with parents significantly contributes to the high quality of care and learning of children. Parents report very positively about the setting in general, the approachability of its staff and the rich experiences provided for their children. There is very comprehensive information sharing on many levels. Staff actively seek parents' views about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there. Information is made freely available through displays, notices, letters and verbal discussion at the point of pick up. Staff ensure

that all parents have excellent opportunities to know how their child is progressing and developing. Parents and carers are encouraged to look at their child's daily diary and at the individual profile record that provides information about their child's progress along the Foundation Stage stepping stones. They have regular up-dates through, the more formal, parent and carer consultations. Parents are strongly supported to be active in their child's learning through such things as the home link information. Relationships are very secure and parents report their confidence in the informal processes and approachability of staff should they ever have a concern.

Children with learning difficulties or disability have their needs closely met as staff work very constructively to carry through individual education plans and to ensure inclusion. Staff work closely with parents and carers and with other professionals in order to fully support children's progress. They are tenacious and proactive in identifying and seeking out the most appropriate resources and supports for children.

Children are well behaved and develop caring and cooperative relationships with staff and each other. Staff provide very good role models for children. They have high expectations of children and provide consistent boundaries for them, offering opportunities for children to consider their own actions in regard to others through sensitive intervention. Children have been involved in identifying the settings 'Golden Rules'. These encourage positive attitudes towards each other and are on display. All children are welcomed and play a full part in the preschool because staff value and respect the individuality of each child. Children have extensive opportunities to learn about themselves, each other and the world around them through planned activities. The group have successfully concentrated on bringing the outside in. Staff make good use of the opportunities within the surrounding area to take children on wildlife walks, 'bear hunts' and to go 'pond dipping' at a nearby school. Recent visitors, for example, by the fire service, police, doctor and dentist contribute to children's understanding of community, themselves and the world around them. This is a positive approach. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Staff greatly enhance children's care and learning by the good quality of the organisation. Children play in a well organised environment where time, space and resources are used very effectively, to offer them a wide variety of experiences. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Other documentation in the majority of instances is meticulously maintained. A formal complaints procedure is in place and a complaints log is held, however, the process is not made clear enough to parents. Children benefit from the good continuity of care created by the high staffing ratios and by a stable staff team who are clearly committed to providing good care for children and who work together effectively as a team. Indoor space is used well to maximise play opportunities for children. The key worker system and grouping of children provides children with optimal sized groups in which to flourish.

The leadership and management is good. The manager and senior staff have a good awareness of the strengths and weaknesses of the provision and are proactive in providing continuous

improvement, for example, through the Bristol Standard quality assurance scheme and through the commitment to staff training. The process for planning for children's immediate next steps in development requires some further fine-tuning.

The skilled staff team have a clear understanding of the Foundation Stage curriculum and take responsibility for planning and evaluating activities within their designated areas of responsibility, for example, role-play and Focus music. They are ably supported by a parents committee with clear roles and responsibilities. As a result children make good progress. They are eager to attend and thoroughly enjoy their time at the preschool, which puts them first. The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection it was agreed that hand washing procedures would be reviewed and that a clear signal would be used to gain the immediate attention of children. It was further agreed that staff would attend training events to increase their confidence in all aspects of children's play and learning and that children would have a named drawer for their work.

Since the last inspection hand washing procedures have been reviewed and children now have some opportunity to wash their hands in running water following use of the toilet and messy play. Wet wipes are used to clean children's hands prior to snacks and lunch. While the use of wet wipes is not ideal it is an adequate procedure to protect children from the spread of infection and parents can specifically opt for their child to use running water, if they choose. A hand signal is used regularly by staff and by children to attract attention and children know that this means, that they should stop and listen to what is being said. Children now have their own named individual drawer in which to put their completed work.

Staff continue to develop their practice. All staff now have an Early Years qualification and continue to make use of the training opportunities presented to them through in-house training, external partnerships and bought-in training.

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):

- further develop the complaints procedure to ensure that the process is made clear to parents

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 further develop the use of observation and assessment processes to more closely influence the planning for children's next steps in development

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