



## **Belmont Village Pre-school**

Inspection report for early years provision

<b>Unique Reference Number</b>	139901
<b>Inspection date</b>	22 November 2006
<b>Inspector</b>	Sue Boylan
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<b>Registered person</b>	Belmont Village Pre School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Belmont Village Pre-School is managed by a voluntary committee which is registered as a charity. It opened in 1976 and operates from the church hall attached to St John's Church in Belmont. A maximum of 20 children may attend the pre-school in the morning and 16 children in the afternoon, at any one time. The pre-school is open each weekday from 09:00 to 11:45 and from 12:45 to 14:55 on a Tuesday and Thursday for 36 weeks of the year. There is a lunch time club open on Monday, Wednesday and Friday from 11:45 to 12:45. All children share access to a secure enclosed outdoor play area.

There are currently 37 children aged from two to under five years on roll. Of these, 17 children receive funding for early education. Children attending come from the local catchment area. The nursery supports children who have learning difficulties and who speak English as an additional language.

The pre-school employs six members of staff. All staff hold appropriate early years qualifications.

The provision has been awarded, The Pre-School Learning Alliance Accreditation.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean and warm environment. Their health is mostly protected because they learn the importance of good personal hygiene. They know why they wash their hands, cover their mouth when they cough and put tissues in the bin. However, there is some risk from cross contamination because children share the sink of water and cannot all reach the soap dispenser when they go and wash their hands.

Most staff are first aid trained which means they are able to act quickly if a child has an accident or minor injury. Children are protected from the risk of cross infection because staff and parents are aware children cannot attend if they are unwell. Staff respond in a caring and appropriate way if a child is taken ill during a session.

There are good opportunities through planned activities for children to learn about a healthy body, such as, talking about hearts and feeling them beating faster after doing some exercise and taking care of your teeth.

Children benefit from the healthy snacks provided. They sit with their friends and enjoy a selection of fruit provided by parents. Healthy eating is promoted when children make plates of pretend food that is good for you and vegetable print pictures to display on the wall.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit because they are cared for in an environment which is safe and welcoming. It is child-friendly with clearly defined areas of play including a cosy book corner. Children's work is displayed which promotes positive self-esteem. Resources and equipment are in good repair and offers a stimulating experience for children attending.

Staff give high priority to ensuring children learn how to keep safe, for example, explaining why the see-saw cannot be pushed too hard and reminding to sit, before coming down the slide. There are effective safety precautions in place and staff supervise well. Security is mostly good as children have to be collected by a known adult. However, when the main session has finished in the morning the organisation for children going home does not fully protect their safety.

Children's welfare is safeguarded because there is a programme in place to ensure staff receive child protection training. They know the signs and symptoms of abuse and who to contact if they have concerns about a child.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children confidentially separate from their main carer and after greeting staff and their friends, happily settle down to a varied selection of activities. Children relate well to staff and receive cuddles and reassurance when upset; this contributes to their emotional well-being. Children readily approach staff to ask them to join in with their play, such as, 'come and play the egg and spoon race' in the garden. Staff question children effectively and show an interest to their response. This promotes positive self-esteem.

Staff are beginning to use the Birth to three matters framework to plan activities for all young children. This ensures a suitable play environment is available to meet individual needs. Children listen to stories intently and join in enthusiastically when acting out 'we're going on a bear hunt'. Their independence is encouraged as they put on their own coats to go outside, and pour their own drink. There are good opportunities to experience texture, such as, melting ice, dried leaves and soap flakes.

### **Nursery Education**

The quality of teaching and learning is good and staff have a secure understanding of the Foundation Stage and areas of learning. Children are making good progress towards the early learning goals. There are effective systems in place to observe, record and assess children's development and progress. Staff plan the curriculum well and ensure activities are appropriate to develop children's next step in learning. However, they are not given enough opportunity to independently choose resources to initiate their own play.

Children are beginning to form close relationships with their peer group. They show an awareness of their families as they draw a picture of my mummy and daddy and participate in the family tree activity. Children confidentially use mathematical language, most are able to recognise numerals, calculate how many rings they have left 'if I give you one' and count up to and beyond 20. Children's knowledge and understanding of the world is developing well. They love to turn the tape recorder on and off to listen to music and enjoy the computer sessions where they practise using the key board, mouse and printer.

There are good opportunities for children to build three dimensional models, for example, building the houses from the Three Billy Goats Gruff story. They recollect the story and remember what happens next. Children use their imaginations when they invite their friends and staff to come to the hairdressers. They are able to sit quietly and listen to instruction. Staff extend children's language, for instance, talking about a recent trip to the farm. Children are beginning to link sounds to letters, write their name and understand that print carries meaning as they look at a book and tell their own story.

## **Helping children make a positive contribution**

The provision is good.

Staff create a calm atmosphere where children feel settled. They offer continual praise and encouragement which promotes children's positive self-esteem and ensure they behave well.

Children like to help and are beginning to care about others, for example, writing thank-you letters to visitors to the pre-school, such as the police.

There is good partnership with parents. They are welcomed into the setting and encouraged to be involved in their child's learning and the day to day routine. For instance, attending trips, helping children to use the computer and giving a talk about their job. There are good procedures to keep parents informed about the provision, the Foundation Stage and their child's progress. This contributes to consistency in care.

There are good systems to monitor any concerns about children's development. Staff work willingly with other professionals to ensure children's individual needs are met. There are good opportunities for children to experience the world around them. They actively involve the community by inviting them to the Nativity play. They enjoy a visit from the mobile library, as they listen to a story, sit in the drivers seat, singing excitedly the Wheels on the Bus, whilst the driver hoots the horn. Children learn about other cultures and traditions when they make candles for Diwali and cards for Eid. This means their spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Leadership and management is good. There is strong commitment to continually improve the service offered. Staff understand their roles and responsibilities and work well together as a team. There are good opportunities for staff to attend training so they can keep up-to-date with new childcare practice. The manager is hands-on and encourages staff to be involved with all aspects of the provision including the planning. There is an effective system in place to evaluate the teaching and learning.

Children are cared for by a consistent and experienced staff team who have good knowledge of child development. Children are not left supervised by any person not vetted because the recruitment procedures are appropriate and ensure staff employed are suitable for the role. Space and time is well organised so children are kept occupied and stimulated with time for both quiet and active play.

The operational plan works well in practice and there is a comprehensive range of policies and procedures to guide staff in their work with the children and keep parents informed. All the required records are maintained which contributes to children's safety, health and well-being. Overall the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last Children Act inspection the provider agreed to improve the system for making observations of children's development. Staff now date any information recorded and ensure the observations are used effectively.

At the last Nursery Education inspection the provider agreed to provide opportunities for children to pour their own drinks; obtain equipment to develop skills in technology and provide

a more varied selection of resources to enable children to make their own decisions and create. Children confidentially pour out their own drinks, they have good opportunities to improve their skills in technology and there is some improvement in allowing children to make their own designs.

### **Complaints since the last inspection**

Since the last inspection 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):

- ensure children are not at risk from cross contamination when hand washing
- ensure children's safety is fully protected at the end of the session.

#### **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 opportunities for children to access resources independently.

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](http://www.ofsted.gov.uk)