



Sherington Pre-school

Inspection report for early years provision

Unique Reference Number	141871
Inspection date	07 December 2006
Inspector	Dorcas Forgan
Setting Address	Village Hall, Church Road, Sherington, Buckinghamshire, MK16 9BP
Telephone number	07866 409169
E-mail	supervisor peter.herbert@lineone.net
Registered person	Sherington 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 outstanding.

WHAT SORT OF SETTING IS IT?

Sherrington Pre-School opened in 1972. It operates from two rooms in Sherrington Village hall. The pre-school is managed by a committee of volunteers. The pre-school serves the village and surrounding areas. A maximum of 30 children may attend the pre-school at any one time. The pre-school opens five days a week during term times. Sessions are Mondays to Thursdays 09:15 until 11:45 and Fridays 12:30 until 15:00. All children share access to a secure enclosed outdoor play area.

There are currently 20 children aged from two to under five years on roll. Of these 14 children receive funding for nursery education. The group currently supports children with learning/physical difficulties.

The Pre-school employs four permanent staff and one regular helper. Three of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners have comprehensive policies and procedures in place. A member of staff is responsible for health and safety and she helps to ensure that staff follow current environmental health and hygiene guidance. Children are gaining an excellent understanding of how to keep themselves healthy through very good daily routines. They are becoming independent in their personal care. They take themselves to the toilet and follow very good hand washing procedures. Tissues are within easy reach. All the necessary documentation is in place and First aid training is on going.

Children benefit from their snacks being nutritional and healthy. The group have recently changed the snacks that they offer the children and have involved the parents asking for their support and further ideas. Through activities, they have informed the children of healthy foods to eat so that they can begin to make choices for themselves. Children choose which drinks they would like at snack time and serve themselves. However, some need a little further guidance and help. Staff provide water and beakers throughout the session so that children can access these independently as they feel thirsty but occasionally this means good hygiene standards are not maintained.

Children enjoy physical activities; they use the outside play area with enthusiasm. They join in circle games together or play on the slide or climbing frame and in the house; they have opportunities to play on wheeled toys and to practise ball skills in the fresh air. Children also have the use of large physical activities inside such as the climbing frame, play box and balancing beams. They develop their fine motor skills by using many kinds of tools like crayons, brushes, scissors and threading beads.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming, secure and safe environment. Risks of accidental injury are minimised as staff regularly use thorough risk assessments to reduce hazards. Staff organise the layout of the room very well to ensure children have easy access to all areas. Security precautions are effectively maintained at the beginning and end of the session with all visitors and special requirements recorded in a daybook. Children are very aware of the emergency evacuation procedures which are carried out very regularly.

Children use a very good range of suitable and safe equipment that the staff maintain very well. Children choose which activity they would like to take part in from the wide selection on offer. They are learning to keep themselves safe and consider others through gentle guidance given by the staff; they are reminded to walk inside and to sit properly on their chairs. Visitors

to the group such as the police officer and farmer endorse the message of keeping themselves safe.

Children are well protected by the staff that are confident and secure in their knowledge of child protection policies and procedures, several have attended training.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enter the pre-school eagerly, they are welcomed individually. They settle at activities quickly, some choose to work with adults. They are gaining confidence and self-esteem through being part of a very positive welcoming environment. The older children link up very well with others such as the two children who discuss what items they have brought into the group and what they would like to play with. Children volunteer enthusiastically to help with small tasks and show great pride when they have achieved. Children are encouraged to take part in large group activities where they learn to listen to others and to talk confidently in front of their peers. They have opportunities to initiate their own play.

The quality of teaching and learning is outstanding. Children are very well motivated and participate fully in a very wide range of stimulating activities. The staff have an extremely confident knowledge of the Foundation Stage. Planning is effective and ensures that all areas of learning are included. Staff adjust activities so that they meet individual children's needs. All are challenged appropriately. Staff question the children well and have excellent means of encouraging children to think and debate. Staff make on going observations of the children, which record the progress they are making and show the next steps of learning.

Children show curiosity and are keen to explore different activities, they choose what they would like to do with increasing independence and take their time to complete activities to their own satisfaction such as mixing the paints together to make another colour, and they link up with others to invent play situations like riding in Santa's sleigh. Children use their initiative and are gaining personal independence. Children enjoy listening to familiar stories such as the Old Women who Swallowed a Fly, they anticipate what will happen and repeat rhymes enthusiastically. They are beginning to recognise their own names and the older children write them with growing confidence. They are gaining very good hand eye co-ordination through an excellent range of manipulative activities. Children are encouraged to listen carefully, think and join in discussions.

Children use mathematics naturally in their play. They have regular opportunities to practice counting skills such as when building a wall or constructing a birthday cake. They are learning to calculate and to compare objects. Children are becoming familiar with shapes and using positional language especially when helping each other to decorate the Christmas tree. Counting, weighing and measuring are made relevant through using everyday objects such as potatoes. Children explore and experiment with a wide range of media such as finding what magnets attract, that ice melts when warm and that eggs can be in many different forms. Children are learning about the world around them by growing plants and observing different life cycles. Role play is encouraged imaginatively through a stimulating range of interesting resources that are very well presented.

Helping children make a positive contribution

The provision is outstanding.

Children form excellent relationships; their confidence is evident in the way they interact with each other and the staff. Children learn to respect one another. They are learning about their own community through walks in the village and taking part in community activities for example providing a display for the church flower festival. They are all very familiar with the Christmas story. Staff introduce them to other cultures and traditions. Children have access to a good range of resources that promote diversity. Staff have excellent procedures in place to support children with learning and physical disabilities, they follow a true policy of inclusion. Spiritual, moral, social and cultural development is fostered.

Children's behaviour is extremely good. They are beginning to understand how to behave responsibly and work harmoniously with others. Staff manage the children's behaviour very positively, they are excellent role models and use situations to illustrate and discuss with children appropriate ways to behave. Rules and guidance are very clear.

Partnership with parents is outstanding. Children's care is enhanced by the close relationship formed between staff and parents. Good communication, newsletters information sessions and open days ensure that parents are knowledgeable about the pre-school and the opportunities it offers their children. Staff share their observations of the children with the parents so that they are very well informed of the progress their child is making and can discuss the next steps of learning. They work well together to help the children make progress.

Organisation

The organisation is good.

Children flourish from their care being well organised. The pre-school has a very comprehensive operational plan, which illustrates how the setting operates, they have rigorous employment procedures in place and are developing an induction course for new members of staff. The committee take an active role in the management of the group and have recently developed a financial forecast so that all are aware of the budgeting restrictions. The children's space is well organised and staff are deployed effectively to ensure children's welfare and safety, not all hygiene procedures are met effectively.

Leadership and management are outstanding. The committee and staff work very closely to ensure the smooth running of the group. The manager leads the staff very effectively; she is a good role model and is very experienced. The dedicated staff are well motivated and work co-operatively together. Staff have annual appraisals at which training needs are identified and planned. Staff evaluate activities and whether learning opportunities are being achieved. The curriculum is delivered very successfully for all children through interesting and stimulating activities. All are committed to improvement. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At Children Act inspection a recommendation was made that the group should delegate a health and safety representative. A member of staff carries out these responsibilities to ensure all are kept up to date and children remain healthy and safe. At the Foundation Stage inspection points of consideration were raised suggesting that the group should evaluate activities and the nursery education. Both of these areas have been addressed, staff ensure through observations that learning intentions are met and that the nursery education is effective. Children are making very good progress.

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 outstanding.

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 that hygiene is maintained when drinks are being provided.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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