



Fetcham Village Pre-School

Inspection report for early years provision

Unique Reference Number	EY337910
Inspection date	16 November 2006
Inspector	June Fielden
Setting Address	Fetcham County First School, School Lane, Fetcham, LEATHERHEAD, Surrey, KT22 9JU
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Registered person	Fetcham Village 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?

Fetcham Village Pre-School is run by Fetcham Village Infant School. It opened as Playaway Pre-School in 1978, and was re-registered in 2006. It operates from two adjoining self-contained classrooms in the grounds of Fetcham Village Infant School, Fetcham, Surrey. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 15:20, term time only. All children share access to a secure outdoor play area.

There are currently 61 children aged from two to under five years on roll. Of these 48 receive funding for early education. Children come from the local area. The pre-school currently supports a number of children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The pre-school employs 10 members of staff. Of these, seven hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a friendly, welcoming environment. Staff maintain children's good health through effective hygiene routines. Children wash their hands after going to the toilet, and use paper towels and liquid soap, to prevent cross contamination. They are encouraged to wipe their nose when necessary, and put the dirty tissue in the bin. Staff wear disposable aprons when handling food, and follow their cleaning rota, to ensure the setting is maintained to an appropriate standard. However, a group of children use the same bowl of water to wash their hands before eating their snack. As a result, infection can be spread to others through this practice.

Children eat healthy snacks of fresh fruit, and pour their own drink of milk or water. It is a sociable time for children. Staff sit with them while they eat, to encourage them to show good manners, while they talk to them about their favourite fruits.

Children exercise during playtime in the outside area, using the sturdy, brightly coloured equipment that is available to them. They crawl and slither through a large animal shaped play tunnel, and use a wide range of wheeled vehicles. Children drive around a painted track on the playground, using pushing and pulling movements to strengthen their muscles. They develop an awareness of the space around them as they travel along, avoiding other children. They move in a variety of different ways. Children jump and throw to aim balls through a net, and make swinging movements with their bodies when using large plastic hoops. The cosy book corner is used if children need to rest during pre-school sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Space is well organised by pre-school staff, allowing plenty of room for children to play and complete activities. Cheerful wallboard displays, with examples of children's recent work and educational posters and maps enliven the setting. There is extensive storage for equipment both in the classrooms and the outdoor play area. When children are not participating in structured activities they move freely between the two rooms they use, choosing the activities they wish to participate in. Children can easily access the wide range of interesting and stimulating toys and equipment. This includes the varied range of dressing up clothes and accessories, which are presented in a manner that makes this activity attractive to children.

Children benefit from the extensive safety measures staff have in place to protect their wellbeing. They complete daily risk assessments of the classrooms used by the pre-school, and the outside play area. Fire drills are held twice a term, and smoke alarms and fire extinguishers are fitted to safeguard children's welfare. There is a secure system for the arrival and departure of children, and staff make sure all doors are locked when they are present. However, children sometimes

make their way back into the setting unsupervised during outdoor playtime. This means that they are not fully supervised at all times, and impacts on their safety.

Children are protected from harm, because all staff have received training in child protection, and will follow the groups procedures if abuse is suspected. Any existing injuries children have are recorded, and if staff have any worries they will discuss these with parents. Staff will report any concerns they have to the manager, and she will inform the appropriate authority when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well on arrival, and as a result of the level of support they receive from staff they engage with the activities independently. Sessions to familiarise children with the pre-school routine are held during the term before they start at the setting. Staff form good relationships with children. Consequently, children approach staff and other adults confidently to engage them in conversation. The toys and resources available to children are appropriate to their age and interests. Challenging activities provided enable children to have choice and use their imagination. Younger children complete the same activities as the older ones, but they are given more assistance and instruction from staff. The manager has received training in the Birth to three matters framework, and is currently cascading this to staff. This document will then be used when planning activities for younger children.

NURSERY EDUCATION

The quality of teaching and learning is good. Education is ongoing throughout the day, as different children attend the morning and afternoon sessions. As a result, the morning activities are repeated in the afternoon, to ensure children do not miss out on anything. Staff work with children in large groups for activities such as circle time and music sessions, while focused activities are completed in small groups at the tables. They are attentive to children's needs, and speak to them in a friendly manner, providing individual input where necessary. Staff explain activities simply and clearly to children, demonstrating how to do things where necessary. They are patient with children, and often ask open ended questions to encourage them to use their thinking skills. Staff have an effective understanding of the Foundation Stage Curriculum, and all have some involvement in the planning. The long term plans show what staff will teach in each area of learning for every half term, and the manager checks that all the stepping stones will be covered. Medium term plans show the different activities to be completed each week of every half term. The pre-school also produce weekly plans and daily focused activity sheets. The daily sheets allow staff to evaluate the activities to inform future planning. However, there are some issues that impact on children's education. The pre-school have only just adopted this system of short term planning, which is still being modified by the manager. Consequently, there is no evidence to show that it will be effective. Also, the plans do not currently include use of the outside play area, where children spend reasonably lengthy free play sessions.

Staff are all key workers, and record children's successes as they complete focused activities. They also note anything else children do for the first time during a session, in order to update their profiles. Photographic evidence of children's achievements, which is dated and annotated

is also kept. The assessment information collected is cross referenced to the Surrey child profiles that staff keep for each child receiving early education. This provides a source of evidence for children's achievements. The profiles are updated regularly by staff and show that children make good progress in the Foundation Stage.

Children sit sensibly at circle time, and are able to concentrate for fairly long periods of time during music sessions. They learn self-control while using the musical instruments, as they play only when they see a green circle, and stop when the red one is shown to them. Some children were able to put their instruments down when the red circle was held by staff. Children are taught to show concern for others. As a result, one child informed the group that they could not start an activity because someone was still washing their hands. Another child was given a reassuring pat when she explained how she had hurt her eye at home. Staff engage children in conversations in the relaxed atmosphere of snack times, enabling all to participate. They share big books with children, modelling how to use them, and gaining their interest in reading. Staff question children about aspects of the story, developing their thinking skills.

Children group objects, according to size and colour, and match the correct quantity to numbered cards. Counting is included in everyday activities, such as finding the number of buttons children have painted on their gingerbread man picture. They sing songs that involve counting up or down, learning the actions to accompany them, as they develop a sense of rhyme and rhythm. Staff discuss with children the names of the coloured shapes in the pattern on the tablecloth, while they eat their fruit. They raise children's awareness of the more familiar shapes, such as circles and squares.

Children use computers independently, and understand how to change the colours on the drawing programme they use. They visit shops near the pre-school, and staff discuss the route they have taken, to enable children to become familiar with the local area. They explore leaves they collect on nature walks, and use these in their art work. Staff develop children's understanding of colours during painting activities and assist them to identify the different shades. Children develop hand-eye coordination using small pieces of food to decorate the gingerbread men they have made. They use their small muscle skills when manipulating tools such as scissors, and while playing with the construction equipment.

Helping children make a positive contribution

The provision is good.

Children's understanding of diversity is promoted through the well organised range of resources provided by staff. These include dressing up clothes, dolls, books and comics, which raise children's awareness of other cultures. Children look forward to seeing disabled guests that make regular visits to the pre-school to socialise with them. Staff gather as much information as possible about children's individual needs before they start, to assist them with the settling in process. The key workers allocated to children with learning difficulties consult with other professionals involved in the child's care, and follow their advice. Parents are invited to assist in setting targets for these children, and where necessary activities are adapted to meet their needs.

Staff promote good behaviour with praise, and handle misdemeanours as they arise. For example, a member of staff stopped one child from throwing bricks, and explained why he shouldn't do this. Staff step in quickly when children squabble, and try to distract them. If necessary, they are separated from others they have been arguing with. Consequently, children generally stop misbehaving when requested to do so by staff. They encourage good manners, and lead by example, being polite to the children and each other. As a result, children interact well with each other. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. Parents receive regular newsletters, which give them details of forthcoming events and detail the themes, staff will be following with children. A parents rota is in place, and a large number show their support by signing up to assist at one of the sessions. Parents are very positive about the group, and are happy with the information they are provided with. They believe the pre-school involves children in a wide variety of activities, and are impressed that an evening meeting is held for prospective parents. Staff are currently consulting with parents about the format of parent consultation evenings, which the pre-school are introducing. These will be used by staff to keep parents informed of their child's progress in the Foundation Stage. A copy of the pre-schools policies and procedures is accessible to parents on their notice board. The procedures include details of how to make a complaint, should the need arise. Complaints from parents are accurately recorded in the groups complaints record. Information about the different areas of learning children will be covering each term is also displayed for parents to see. Staff involve parents in children's education by asking them to provide resources, such as family photographs for them to use in their activities.

Organisation

The organisation is good.

Children benefit from being cared for by well qualified and experienced staff. The manager and the head of the school are jointly responsible for the appointment of staff. The schools effective recruitment procedures are used by the pre-school, and the manager is actively involved in the induction process. Children's safety is assured when visitors are present. They are required to sign the visitors book and are never left unsupervised with children. Staff ratios are met, and efficient contingency arrangements are in place to cover for absent staff. Children's records are available to their parents on request, and are stored securely on the premises, to maintain confidentiality.

The leadership and management of the setting is good. The manager performs her role effectively, and as a result staff operate independently, with minimal need for supervision. Staff turnover is low, and consequently, they get to know children very well. Staff are caring towards children, and attentive to their needs. Students are well supervised, and have a good relationship with children. The manager cascades information to staff at the start and end of the day, when there is a great deal of liaison between them. She is often supernumerary, to enable her to carry out her management duties. The pre-school are in the process of appointing a deputy. The duties she would perform are currently fulfilled by the part-time supervisor and other qualified staff. The planning is written by the manager, after it has been discussed at staff meetings, that are held twice a term. Responsibility for different activities are delegated to members of staff at the start of the day, and they can adapt the plans as they require. Staff

appraisals are held annually, and they have the opportunity to state their training needs and request the courses they wish to attend. The manager is responsible for appraisals, where staff's strengths, as well as weaknesses can be examined. She is enthusiastic about the future of the group, and has produced an action plan with targets. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 appropriate hand washing routines are in place
- ensure children are fully supervised at all times.

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 develop the system for short term planning and include the outdoor play area.

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