

# Camel Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY335445
<b>Inspection date</b>	06 November 2006
<b>Inspector</b>	Sheila Collins
<b>Setting Address</b>	Stockham Cp School, WANTAGE, Oxfordshire, OX12 9HL
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<b>Registered person</b>	Camel Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 satisfactory. 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?

The Camel Pre-school opened in 1969. It moved in 2006 and now operates from its own building in the grounds of Stockham County Primary School, in Wantage, Oxfordshire. There are two playrooms, with additional facilities and the children share access to a secure enclosed outdoor play area. The group serves the local community.

A maximum of 30 children aged two to eight years may attend at any one time. The group is open Monday to Friday during term time between 08.00 and 18.00. A Breakfast Club is run between 08.00 to 09.00 and an After School Club between 15.00 and 18.00. Children aged over eight years also attend these sessions. The group runs pre-school sessions; the morning session from 09.00 to 11.45, a lunch club 11.45 to 12.30 and the afternoon session from 12.30 to 15.00.

There are currently 60 children on roll. Of these children there are 44 children aged three to five years, 30 of whom receive funding for nursery education. The group supports children with learning difficulties. There are no children attending for whom English is an additional language.

The committee employ a Manager and 10 other members of staff. Of these staff, five including the Manager hold appropriate early years qualifications. One staff member is working towards a NVQ level 3 and two are working towards obtaining a NVQ level 2 qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children in the pre-school learn how to keep themselves healthy through the daily routines and hygiene practices. Older children are independent in their self-care skills and the younger ones are well supported by staff who are sensitive to their needs. The children know to wash their hands before lunch, after toileting and messy play activities.

Staff have a good knowledge of each child's medical and dietary needs, so promote the children's wellbeing and health. Staff have training in first aid and know the procedures to follow if a child is unwell. Supporting documentation, such as accident records are in place, which ensures that parents are fully aware of accidents that have happened to their child.

Children in the pre-school have healthy snacks and drinks provided. Staff prepare the fruit for the children to select from and pour the drinks for the children. The children have access to drinks of water throughout the day. Children who stay to lunch bring their lunch from home. Lunch is a social occasion but slow eaters are left at tables while other children play around them. Children who stay all day do not have a quiet time after lunch. As a result, some become fractious during the afternoon session.

In the after school club, the children do not wash their hands before they sit down to tea and play with their plates until staff are ready to give out the food. Children are given a choice of food and drinks but lack of organisation means that not all children get their choice.

Children in both the preschool and the after school club enjoy being outside in the fresh air and regularly play outside. All children appreciate being outside in the playground or garden. Pre-school children enthusiastically dig in the sand, collect leaves and use resources such as the cars. They confidently use the fixed apparatus and balance on the logs with obvious enjoyment. The after school club children enjoy playing on the grassed area, manipulating the cars on the slope and using resources such as stilts with increasing dexterity.

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

The provision is good.

The premises are clean, well maintained and welcoming for the children. Staff undertake daily informal safety checks, which ensure that the areas used by the children are safe. Children know the rules in place for keeping themselves safe, for example, not running indoors. Staff give the children reminders about safety issues and are vigilant in their supervision of the children, especially when outside. Children take part in evacuation practises each term, which ensures that they are familiar with the procedure.

Children move easily and safely around the environment. They use age and stage appropriate resources and equipment and have a good range to choose from. Resources are easily accessed by the pre-school children from the low-level shelving units and from those laid out for them

within the playrooms, for example the home corner. Children in the after school club also enjoy the home corner and use other resources such as boxed games, race games and keyboard.

Children are protected because the staff have a clear understanding of the procedures to follow if they have concerns about a child, which ensures that the children's welfare is safeguarded.

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

The provision is good.

The children in the preschool enjoy learning and respond positively to new experiences. They have opportunities to explore a good range of resources and activities both inside and out. They benefit from the consistent routine, which enables them to identify different times in the day, so making them feel settled.

Both the children in the pre-school and the after school club enter the setting confidently and settle well to activities. The staff greet the children by name when they arrive, which makes them feel important and valued. The children independently select the toys and resources they wish to use during free choice time. They know that they can ask the staff for support if they need it.

In the after school club, the children have access to both planned and free choice activities which give them a variety of experiences. They enjoy the Halloween celebrations and have given their suggestions and input for future activities.

### **Nursery Education.**

The quality of teaching and learning is good. The children are interested and motivated to learn. They are becoming independent, for example, in selecting resources and with their self-care skills. They have their own labelled drawers to put their work in, so take responsibility for their own work. Older children concentrate well especially when using the resources on their own for example painting, wood play and rice play. The children make their own choices of activities and occupy their time well.

Children initiate conversations and talk confidently with others. They use language well to communicate their thoughts, feelings and to express themselves and to ask staff questions. They enjoy describing items such as soft and hard and learning new words such as squidgy. Older children are able to predict and join in with the story and to sit, listen and answer questions about the stories which have been read. However, not all staff encourage the children to develop their recognition of initial sounds for example when writing their names. The children have daily opportunities to see their names in print, for example when they self register for snack. They have opportunities to practise emergent writing, for example when writing their names on their work and for captions for the displays.

The children use numbers in everyday activities. Older children count confidently for instance when playing with the cars on the mat and with the animals at the wood activity. They use a range of mathematical language appropriately, for example, when playing in the sand or with the rice, pouring and using different shaped and sized containers. They are able to describe shapes when asked and know which are bigger and smaller. They have opportunities each day to problem solve for example when putting puzzles and tracks together.

The children enjoy exploring and investigating, for example at the rice and the touch activities. They enjoy feeling the different textures and mixing items such as the pasta. They are learning

about the world around them and have access to information technology such as cameras and the computer. They construct and investigate in activities, such as putting the train track together, deciding where curved and straight pieces should go and how to make the track meet up. The children are beginning to learn about their own and different cultures through topic work and celebrating festivals.

The children play both in and outdoors by choice, knowing when they need coats as it is cold and that they must change shoes to prevent bringing mud indoors. They move confidently around the environment and show good spatial awareness. They have opportunities for physical play daily outside, however, this is mostly recreational. The children use a range of small and large equipment and materials with increasing dexterity to aid their physical development. They know about being healthy and can identify the parts of their bodies.

The children have access to materials to help them use their imagination freely in a variety of ways, for example, dressing up clothes, art and craft materials and small world play. They enjoy imaginative play and during outside play, pretend to drive cars. They bring their own experiences into their play for example filling the cars with petrol "like mummy does" and giving the dolls medicine to make them better. They enjoy art activities and using different mediums such as painting, colouring and using collage materials.

The staff positively support the children's play and learning. They know each child's individual stage of development. They assess the children effectively and know their abilities well. They encourage children to learn at their own pace and extend the children's learning by asking questions. Most staff are secure in their knowledge of the early learning goals and how children learn. An effective curriculum is in place, which gives children a wide range of experiences. The planning for the older children reflects the early learning goals and covers all areas. However it does not include the learning opportunities for children's outdoor play. Observations of children's individual learning are carried out regularly and recorded by staff to give a clear indication of each child's progress. The children's individual files are sent home for parents to see but not all take up the opportunity to record comments.

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

The provision is satisfactory.

The children's spiritual, moral, social and cultural development is fostered.

Children in the preschool have positive relationships with the staff and other children. Staff meet and greet the children and parents individually which gives them a sense of belonging. The staff know the children's individual needs and support the children well. They use praise and encouragement of the children's efforts and achievements, which builds on the children's self-esteem and self-confidence. The children in the preschool know the rules in place for their safety, for example, walking in the playrooms and generally behave well. Some staff use appropriate methods, for example discussing with children about boundaries, explaining to children about potential accidents through leaving items on the floor when they have finished playing with them. However not all staff are consistent with behaviour management and the behaviour of some children, for example at story time detracts from the enjoyment of others. The children are asked to help tidy up but not all the children help with this and are not effectively encouraged by all the staff.

The children in the after school club have positive relationships with their peers. The older children involve the younger children in their play. The children helped to draw up the club

rules for example, no running indoors. Some children ignore these and although seen by staff, are not reminded of the rules. Most of the children share the resources and toys well and regulate themselves when taking turns, for instance on the race track and the keyboard. However some children have longer turns than others.

All the children have access to a good range of resources that reflect positive images of different cultures and abilities, which increases their understanding of the diversity of society.

The partnership with parents and carers is good. Staff and parents exchange information at the beginning and end of sessions. All parents receive comprehensive information about the setting. The pre-school parents have good information about the Foundation Stage curriculum. They have opportunities to see the records kept on their child and can contribute if they wish. They have access to notice boards both in and outside of the entrance and receive regular newsletters to keep them updated with events and information.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom they provide.

The leadership and management is good. Children benefit from the good organisation of the setting. Staff work very well together as a team and know their roles and responsibilities. An effective key worker system is in place.

There is a good procedure in place for the recruiting and the checking of staff, which safeguards the children. Staff have a commitment to ongoing training to ensure that they keep up-to-date with current practice.

Although the required policies and procedures are in place, some of these lack detail. The operational plan is not comprehensive, lacking details of staff induction and appraisal systems. A formal complaints record has been implemented.

The staff work hard to set up a suitable care and learning environment daily within the hall. All clearly understand their roles and responsibilities before, during and after sessions, working together to organise the indoor and outdoor activities effectively.

The organisation is good. They rooms are well laid out with different areas such as art, role play and easy to reach self choosing shelves. The layout of the rooms is similar each day to ensure familiarity and continuity for the children, with activities changed according to the planning.

## **Improvements since the last inspection**

Not applicable.

## **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

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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):

- review the arrangements in place for snack /mealtimes
- develop staff's awareness and understanding of a consistent approach to effectively manage children's behaviour
- review and update the operational plan

#### 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):

- extend planning to include the learning opportunities for children's outdoor play.

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)