



## **Blewbury Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	134507
<b>Inspection date</b>	19 January 2007
<b>Inspector</b>	Sheila Collins
<b>Setting Address</b>	Church Road, Blewbury, Didcot, Oxfordshire, OX11 9PY
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<b>Registered person</b>	Blewbury Pre-School
<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?

Blewbury Pre-school opened in 1971. It operates from the old village school in Blewbury, Oxfordshire and serves the local and wider area. The pre-school has an enclosed outdoor area.

The preschool is registered for a maximum of 24 children per session. There are currently 36 children on roll. This includes 31 three and four year olds, of whom 27 receive funded nursery education. The setting is able to support children with special needs and children who speak English as an additional language. The pre-school is open every weekday during term time from 9.00 to 11.45 and from 13.00 -15.00 on Tuesday and Thursdays. Children can stay for the lunch club on Mondays and Wednesdays from 11.45 to 12.45.

The group is run by a committee who employ four members of staff to work with the children. Three of the staff have early years qualifications to NVQ Level 3 or above. The pre-school have

established links with the local primary school and have achieved a Quality Assurance award from Oxfordshire County Council.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn how to keep themselves healthy through the daily routines and hygiene practices.

They know to wash their hands before snack and after toileting. They know the importance of placing their hands across their mouths when they cough and have good visual reminders in the play room and the bathroom areas. The children receive good explanations and gentle reminders from the staff should they forget or use another child's towel. Staff have good procedures in place to prevent the spread of infection such as cleaning the tables thoroughly before snack time and observing good hygiene procedures when changing nappies.

Staff have in depth knowledge of each child's medical and dietary needs, so promote the children's well-being and health. Staff have training in first aid and know the procedures to follow if a child is unwell. Permissions from parents for the seeking of emergency medical advice or treatment are in place. Supporting documentation, such as accident records are kept correctly and countersigned by parents. This ensures that parents are fully aware of accidents that have happened to their child.

Parents supply their children's snacks and snack time is a sociable occasion. However some of the tables are very crowded and children have to wait some time while the helpers of the day find the snack boxes and distribute these. The staff supply the drinks at snack time and the children choose milk or water. The staff give out the cups and assist the children to pour their drinks. The children have access to water throughout the sessions. They know about healthy eating through the five a day programme and know that they are not allowed sweets in their snack boxes.

Children enjoy a wide range of activities to develop their physical skills and contribute to a healthy lifestyle. They have daily opportunities to use a range of equipment both in and out of doors. They benefit from free flow between the play rooms and the well equipped and thought out, outside play area. They are developing their confidence and competency when using items such as racquets, beanbags and balls. They enjoy balancing on milk crates and using the bikes and the slide. The children obviously enjoy being outside and play enthusiastically. The staff monitor who chooses not to go out and plan activities to attract them.

Staff provide children with further physical activities indoors for example during dance and exercise times. The children enjoy dancing to exercise tapes with the shakers they have made. They are learning about their bodies and what they can do, dancing to different rhythms and to left and right.

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

The provision is good.

The environment is welcoming for the children with posters and displays of children's work brightening up the walls. The art work is well presented and clearly labelled. However, some displays are too high for the children to see easily. Children have access to a good range of age appropriate resources. Staff prepare the room prior to the arrival of the children, and they choose initially from the resources laid out. Staff rotate the resources on a weekly/theme basis so that children have access to a good variety. The children have opportunities to select resources for themselves, for example from the cupboards near the sand tray and the book corner. However the latter has a table in front of it so is not easily reached by the children.

Staff undertake daily safety checks, which ensures that the areas used by the children are safe. The children move around easily within both the indoor and outdoor environment. They know the rules in place for keeping themselves safe, for example, not running indoors and making sure that their chairs are tucked in under the table. Staff give the children reminders about safety issues and are vigilant in their supervision of the children, especially when outside. Children are kept safe when on outings round the village as they are taught about road safety through the foot steps programme.

Children take part in regular evacuation practises, which ensures that they are familiar with the procedure. Although these are marked within the register, no fire log is kept.

Staff have good knowledge of child protection issues and a clear understanding of the procedures to follow if they have concerns about a child. They are clear on the routes of referral including recording of concerns and sharing with the designated staff member, which ensures that the children's welfare is safe-guarded.

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

The provision is good.

The children separate from their parents and carers with confidence and enter the pre-school happily. The staff are on hand to support the younger, not so confident children. Staff welcome the children individually when they arrive, which makes them feel valued and important. Children are developing good relationships with their peers and adults within the pre-school. They enjoy suitable activities and achievable tasks and benefit from stimulating and imaginative activities both in the indoor and outdoor learning environments.

The children independently select the toys and resources they wish to use from those laid out, directing their own play. The children are familiar with the daily routine, which enables them to identify different times in the day, so making them feel settled. They move confidently around the playrooms and the between the indoor and outdoor environment.

Nursery Education.

The quality of teaching and learning is good. Staff have very good knowledge of the Foundation Stage early learning goals and how children learn. Long, medium and short term plans are in

place. The weekly plans do not show differentiation for the more and less able children. Written evaluations are lacking. However, children are progressing well along the stepping stones towards the early learning goals and staff record children's achievements. Staff have very good knowledge of the individual needs of the children and are able to identify the next steps for their learning, although these are not formerly recorded. They interact well with the children, support them and encourage them to progress at their own pace, which contributes positively to their learning and development.

The children are becoming independent in their self care skills ,for example, taking themselves to the toilet, washing hands, putting on own coats and Wellington boots, hanging coats and bags up on their pegs. However at other times, they have fewer opportunities to take responsibility, for instance, in the organisation of their finished art work. The children make their own choices of activities and occupy their time well. Staff make suggestions if children appear not to have made a decision.

The children are developing good listening and communication skills. They are becoming confident speakers, for example at show and tell time and engage readily in conversations with staff and each other. They listen attentively to well told stories such as the 'Pied Piper' and enjoy the musical accompaniment of the staff. The children are able to see their names in print when they self register. They have daily opportunities for mark making both outside where they can use the chalk boards and indoors where they make lists in the home corner and the shop. The staff encourage the children to write their names on their work but not always on paintings.

The children use their understanding of mathematics to count and recognise numbers for example in the outdoor environment when a child counted five children on bikes and identified the number five on the number line. The staff assess the children's mathematical knowledge in fun ways, for example at the bears activity where the children were counting, sequencing, sorting and sizing. The children are beginning to have an understanding of appropriate mathematical language such as big and little, and over and under. They are learning about capacity when measuring out the lentils to go on their shakers. They are learning about different shapes and how to identify them in an enjoyable way, for instance sticking stars and circles at the craft table.

The children have good opportunities to use information technology, such as the computer, the telephone in the home corner and the till in the shop. They enjoy outside play on a daily basis and the outdoor planning complements the indoor planning. The children know that they need to wear coats and boots and wrap up before going out. They take part in the various activities with obvious enjoyment for example sweeping up the puddles. They have fun when painting to music making fast and slow brush strokes in time to the music.

The children bring their own knowledge into their role play. When playing with the cars and bikes, they pretend that the play house is the garage. They put in the petrol, pay at the garage and buy hot chocolate. They enjoy visits from people in the community for example the fire brigade, local police and the dentist. They find out about the area in which they live as they go on walks around the village and about the wider world through the travels of the teddy and celebrating festivals from different cultures.

The children move confidently and freely around the playroom and the outdoor area. They have a good understanding of spatial awareness. They take part in physical play on a daily basis, in and out of doors, both freely and in a good range of adult led activities. Children are developing a sense of rhythm when they play musical instruments such as their shakers. They enjoy taking part in singing simple songs and familiar rhymes. They have good opportunities to use different mediums during craft work and natural materials such as sand. The children enjoy making practical objects such the shakers and free painting where they explore and experiment with colour mixing and express their own ideas.

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

The provision is good.

Children have very good relationships with the staff and other children. Staff meet and greet the children and parents individually which gives them a sense of belonging. The children know the rules in place for their safety, for example walking in the hall and generally behave well. Staff are calm and consistent in their approach to managing behaviour. Children are polite and courteous to each other. They take turns, share and co-operate with each other for example sharing the brooms in the garden and taking it in turns to be the shopkeeper in their role play. The staff know the children's individual needs and support the children very well. They use praise and encouragement of the children's efforts and achievements, which builds on their self-esteem and self-confidence.

Children have access to a good range of resources and activities that reflect positive images of different cultures and abilities, which increases their understanding of the diversity of society. They celebrate different festivals including the Chinese New Year and Pancake day and enjoy visits from the police, fire service and the dentist. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff and parents exchange information at the beginning and end of sessions and there are more formal opportunities to discuss their child's progress when the parents help on rota. However, parents are unsure about how they can contribute to their child's records on an ongoing basis. Parents receive comprehensive information about the setting, the Foundation Stage curriculum and the policies which are in place for the pre-school.

### **Organisation**

The organisation is good.

The preschool is very well organised and is laid out with different areas, such as messy play, home area and book corner indoors. Children benefit from the free flow to the outside play area which is extremely well thought out and inviting for the children.

There is a good procedure followed for the recruiting and the checking of staff, which safeguards the children. A comprehensive operational plan is in place and also detailed policies and procedures, which the staff follow and are known to parents. All the required documentation is held within the pre-school and was available at the inspection.

The leadership and management is good. Staff work extremely well together as a team. They are deployed well and are aware of their own responsibilities in order to ensure children receive appropriate support and interaction during their play. The staff demonstrate very good knowledge of the early learning goals and child development, so enabling them to meet each child's individual needs. The management have clear aims and good systems in place to monitor the children's care and education. The setting meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

At the last care inspection, recommendations were made to ensure staff have up to date first aid qualifications and to ensure the gravel pit is made safe when not in use.

All the preschool staff have current valid first aid qualifications and a wooden lid is in situ when the gravel pit is not in use. This means that the children's safety and well-being are being met at all times.

At the last education inspection, there were no significant weaknesses but suggestions were made to provide regular access to a range of musical instruments and to reinforce children's skills in calculation through everyday activities.

Since the previous inspection staff have put both suggestions into practice. The children enjoy regular music sessions and staff support the children calculating for example at activities in small world play.

### **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):

- review the arrangements in place for snack time.
- devise and implement a fire log

### **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 opportunities for parents to be involved in their child's record keeping
- continue to monitor the planning system to ensure that there is sufficient detail to show differentiation for more and less able children, clear links to the early learning goals and evaluations of activities

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)