



Ugborough Under Fives

Inspection report for early years provision

Unique Reference Number	106274
Inspection date	09 February 2007
Inspector	Sally Hall
Setting Address	Ugborough Village Hall, The Square, Ugborough, Ivybridge, Devon, PL21 0NT
Telephone number	07763 215455
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Registered person	Ugborough Under Fives
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 good.

WHAT SORT OF SETTING IS IT?

Ugborough Under Fives opened in 1994. It is held in the main room of the Village Hall. The group use the playground of the neighbouring primary school for outside play. Children attend from the local community and surrounding areas.

The group is open Monday, Wednesday, Thursday and Friday from 09:30 to 12:00, children can attend from 09:15 to 12:30 they operate term-time only. Children staying for the extended sessions bring a packed lunch. On Mondays and Fridays, children preparing to begin school receive extra support, which includes visits to the reception class in Ugborough Primary School. They are registered for 20 children from two to five years old. At present there are 19 children enrolled, 14 of whom are in receipt of funding. Children with learning difficulties and/or disabilities and children who have English as additional language can be supported.

The group is run by a voluntary committee, and currently employs three staff, two of whom hold a recognised childcare qualification and one member is working towards NVQ Level 2. The group is a member of the Pre-School Learning Alliance and receives support from the Devon Early Years and Childcare Service and the Foundation Stage Advisory Teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment. Staff are very vigilant in cleaning tables before snacks. Children learn about the importance of washing hands before snacks and after toileting and are able to say why it is so important. For example, to remove any germs. However, they do not always have sufficient resources to support themselves, for example, sufficient toilet rolls and hand towels. Children are supported very well in the event of an accident, staff are qualified in first aid and vigilant in recording accidents and ensuring these are countersigned by parents.

Children's dietary needs are known and recorded. They have healthy snacks of toast and a choice of fruits they are able to help themselves to drinks and readily do particularly after outside play. Children staying to lunch bring a packed lunch and they are reminded of the importance to eat their savoury items first. Children also enjoy sampling food they have helped to prepare, for example, pancakes.

Children enjoy fresh air daily they have use of the nearby school playground. They learn to balance and develop a good awareness of space as they run and play. They have a range of pedal toys to select and learn to take turns.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a large hall, which is made very welcoming with attractive displays of their work on the walls reflecting recent themes they have been covering. They have use of a good range of toys and resources that are rotated and easily accessible for them to select and support their play and provide variety and challenge.

Children play in a safe environment due to the sensible precautions taken to minimise risks. They are supervised well at all times. Visitors are recorded and the attendance register maintained to show clearly, who is in the building. Staff complete regular risk assessments and fire drill procedures are carried out with the children. They learn about the importance of keeping themselves safe as they play independently and with each other. For example, their awareness to road safety is raised when they go daily to play in the school grounds, they learn to give each other space when running and playing on ride on toys.

Children are further protected by the staff's secure knowledge of how to deal with any child protection concerns. They have completed training and have a comprehensive policy and information to refer to should the need arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and secure they have formed good friendships and have a good rapport with the staff. They are eager to play, they share and take turns and are familiar with the routine. For example, tidy up time and getting themselves ready to go outside to play. They are confident to introduce themselves and each other and eager to ask questions. Children move freely in the hall making their own choices of what they want to do playing in groups as well as independently. They show concern for each other, and listen well to instructions.

Nursery Education:

The quality of teaching and learning is good. Children are making good progress along the stepping stones towards the early learning goals. The staff are confident, have a secure understanding of the Foundation Stage and have completed training. The staff know the children very well and complete regular observations to monitor their progress and set realistic targets for each child. They complete Foundation Stage Transitional Records for parents when the child leaves to pass on to school if they wish. The staff share information with each other to ensure they are all well informed of how each child is and the progress they are making. However, not all children receive sufficient challenge to extend on what they already know and can do or provide sufficient challenge. For example, puzzles that they are too familiar with and activities that do not always give them sufficient challenge. Children enjoy role-play and involve each other and staff in their games. They listen well to stories and will predict the outcome. They select books independently and will tell the story to each other from the pictures handling books with care. They recognise their names on arrival and place their name label against their photograph on their registration board. They also recognise their names at circle and snack time and will help each other find their names. Children have opportunities to make marks for a variety of purposes and will write letters of their names in the flour tray. Children count in every day situations, for example, how many children are present at circle time and how many children are lined up before outside play. Children enjoy actions songs and do simple calculations. They experiment with water play, floating and sinking items and learn about volume. Children learn about their local community and they know the days of the week and discuss the weather at registration time. They learn about diversity through festivals throughout the year, acknowledge each other's birthday and eagerly talk about their families. Children enjoy cooking and have a range of craft activities and different textures to experiment with, for example, experimenting with bubble painting and make their own designs with a mixture of colours. Children manipulate their small muscles using play dough and scissors.

Helping children make a positive contribution

The provision is good.

Children learn about their local community and the world around them. They celebrate festivals throughout the year to raise their awareness. For example, Diwali and Chinese New Year. They have access to resources and materials to support their learning and crafts planned, for example, Mendhi painting. Children talk about their families and are keen to share their home news. Their spiritual, social, moral, and cultural development is fostered.

Children are confident and happy; they relate well to each other and are thoughtful and caring. They learn the importance to value toys, to share and to take turns. They behave well and receive plenty of praise and encouragement. For example, a child was delighted to show his badge as 'special helper' for the day. Children's 'Golden Rules' are displayed, which the children know and are reminded of, staff are consistent in behaviour management and monitor children as necessary. Children with learning difficulties and/or disabilities can be supported. Staff have a secure understanding of meeting their needs and have completed recent training.

Partnership with parents is good. Parents are warmly welcomed and there is a good exchange of information at the end of the session on how their child has been and what they have been doing. Parents receive regular newsletters. Parents whose children are in receipt of funding are kept well informed of the progress their child is making. They have yearly assessment records, and the children have a scrapbook with their work when they leave pre-school.

Organisation

The organisation is good.

Children are cared for by staff who have relevant childcare qualifications and a commitment to on-going training. They work well together and present as good role models. The children are secure and confident to seek support and reassurance from the staff. Documentation is in place to meet the standards and regulations. However, the addresses displayed and recorded are not all current, for example, Ofsted details should a parent have a concern. Children's records are well recorded to ensure staff have all the relevant information to support them; these are regularly up-dated to ensure all the information is accurate. For example, contact telephone numbers. The organisation of the sessions is managed well, the staff ensure the hall is set up in readiness for the children's arrival. The staff have regular meetings to plan their sessions and conduct regular observations to support children's individual progress and evaluate the sessions.

Leadership and management is good. The pre-school is managed by a committee, and staff that are enthusiastic and clear of their roles. The staff have a secure knowledge of the Foundation Stage and plan sessions to ensure all the early goals are met. They have regular staff meetings to plan and share information on children's progress. They seek support and advice from outside agencies and the Foundation Stage Advisory Teacher and have good links with local school joining in activities with them throughout the year. There is a good exchange of information to ensure all parents are kept well informed on a daily basis of how their child has been and what they have been doing. Parents whose children are in receipt of funding are kept well informed of the progress their child is making. There is clear induction programme in place for new members of staff.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection, recommendations were made under the care inspection to ensure the complaints and child protection policy had all the relevant information. These have been

reviewed so staff and parents have all the necessary information to refer to in the event of a concern.

Recommendations were made under the education inspection to clarify learning objectives and for parents to be fully informed of their child's progress. Planning now identifies the areas of learning and parents have a regular exchange of information with staff ensuring they are aware of the progress their child is making.

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 complaint 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):

- ensure toilets are checked regularly to ensure there are sufficient resources always available, for example, hand towels.
- ensure policies and information displayed includes correct contact addresses.

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):

- ensure that planned activities build on what children know and can do and provide sufficient challenge for the more able children.

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