



Crudwell Pre-school

Inspection report for early years provision

Unique Reference Number	199436
Inspection date	14 March 2007
Inspector	Susan, Esther Harvey
Setting Address	Crudwell Village Hall, Crudwell, Malmesbury, Wiltshire, SN16 9SS
Telephone number	01666 577764
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Registered person	Crudwell Pre-School
Type of inspection	Integrated
Type of care	Full day 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Crudwell Pre-School opened in 1974 and operates from Crudwell Village Hall, on the outskirts of Crudwell, Wiltshire. A maximum of 24 children may attend at any one time. The pre-school is open Monday, Wednesday, and Friday from 09.15 to 14.45 term time only. There is an enclosed outdoor play area.

There are currently 19 children from two to five years on roll. Of these, 12 children receive funding for early education. Children come from the local area. The pre-school can support children with learning difficulties and children with English as an additional language.

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

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good personal hygiene and a healthy lifestyle through the example set by staff and well organised routines. For example, children wash their hands thoroughly before eating their snack and after playing outside. The highly motivated staff enable children to learn how to prevent the spread of infection. Documents relating to accidents are appropriately recorded, and written permission to seek emergency medical treatment or advice is provided by parents. Staff have recent first aid certificates which ensures that appropriate action will be taken in the event of an accident.

Children experience a range of interesting physical activities as part of the planned routine of the day; such as regular exercise and fresh air in the garden. Children develop self-confidence in their physical skills as they use a good range of outdoor equipment. This includes a climbing frame and ride-on-toys. Children are able to listen to their bodies as they access fresh drinking water throughout the day and are able to rest and be active according to their needs. They move freely around the hall gaining control of their bodies while enjoying exercising to music. Children confidently use one handed tools such as pencils and scissors. They exercise small muscles while using rolling pins to roll out play dough.

Children are encouraged to try new fruity tastes, while benefiting from a variety of healthy nutritious snacks such as bilberries, grapes and apples. Children independently pour their own drinks at snack time. As a result, children are learning to develop healthy choices and improve their social skills by sharing time in the company of others.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a large hall which has been carefully managed. This maximises the environment in order for children to use to their best advantage. Room dividers and tables are arranged around the room on which a good selection of activities are available for children to freely use.

The setting is well equipped. Children have access to clean, safe and age appropriate toys and equipment which are cleaned on a regular basis. Children benefit from a good range of safety measures. This includes a secure premises and outdoor area, as well as regular emergency evacuation drills in which children take part. Children eagerly tidy away toys after use. As a result, children are learning to keep themselves safe.

Staff have a good understanding of their personal responsibility with regard to safe guarding children. Staff have attended a course on child protection, and are familiar with the procedure to follow if they have concerns about a child. Therefore, children remain well protected while in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for to a high standard. They arrive happily into the setting and are confident and self-assured. Children settle quickly into the routine of the day and have a good relationship with staff members. Staff allow plenty of time for children's induction into the setting. This ensures that children develop a feeling of security when starting at the pre-school.

Nursery education

The quality of teaching and learning is satisfactory. Mostly children are progressing well supported by staff member's knowledge of the early years curriculum. They have sufficient understanding of what children are intended to learn from activities set out. Such as children planting seeds and learning to water them daily, watch the seeds grow and use the cress to make sandwiches. Staff meet together regularly to plan a selection of practical activities. This enables children to experience learning through play. Staff are consistently deployed to support children's learning and are beginning to work well together as a team. Time is set-aside at the end of the morning session to hand over information to the afternoon staff. As a result, continuity of children's care and education is maintained and appropriately managed.

Planning is easy to follow and covers most areas of the early years curriculum. However, activities are not evaluated and children's assessment and observation records are not regularly maintained. Therefore, children's individual learning potential is not fully maximised. But, staff are committed to on-going professional development through training and attending short courses, which enhances children's learning experiences.

Children show a sense of belonging as they greet each other on arrival, and are fully involved in the activities throughout the session. Children have a good level of independence as they freely select equipment for themselves. They show concern for each other and the world around them. For example, children enjoy filling the bird feeder and make sure enough food is available for the variety of birds who visit the garden. Children are skilful in their use of number. They learn to link numbers with objects while taking turns in counting children and adults at register time.

Children enjoy story telling, they spell out letters in sounds, and can identify their name. Children listen to music with enjoyment and respond to stories and songs. They readily select books to share with each other and staff. They are beginning to listen and can identify wild animals in a story book. Children relish in the chance to use their imagination as they make 'cakes' out of play dough, and create traffic jams with cars around a play-mat. Children learn about the wider world and the community in which they live. For example, specialist visitors are invited into the pre-school such as the nurse and police officer as part of the topic. They grow seeds, and look after the environment. Children enjoy using a variety of craft resources to make cards.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals and are fully included into the setting. Children with learning difficulties are fully supported. Children develop a good understanding of the wider community through visits to a local farm to see the sheep and lambs. The visit supports the animal topic which is enjoyed by the children. Children have a sufficient range of play material reflecting positive images of culture, but lack the opportunity to increase their understanding of disability. Children's spiritual, moral social, and cultural development is fostered.

Staff and parents exchange verbal information about the children and their individual achievements within the pre-school at the end of the session. Children bring in objects from home to support the topic and are confident in talking about their home life and visits they have made with members of their family and friends.

Staff meet the needs of the children well and children behave impeccably. They share toys, and are kind and considerate towards each other. Children celebrate each other's birthdays and enjoy singing 'happy birthday'. Children learn right from wrong through lots of praise and gentle reminders of the 'golden rules' from staff who act as good role models.

Partnership with parents is satisfactory. Children benefit from the warm welcome that families receive. Staff spend time with parents when children are collected. Parents are given sufficient information about the Foundation Stage through verbal communication, and regular news letters. This enables children to make sufficient progress within the pre-school. Parents are provided with some written information about the pre-school, including a clear process to follow in the event of a complaint. The committee and staff are beginning to make links with the local primary school to the benefit of the children; and make an easy transition into school. Parents play an active part in children's learning, supporting the topic with various objects and sharing information from home with staff. This information is often used to support planning children's activities.

Organisation

The organisation is satisfactory.

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

Children's well-being and education is supported by staff who are suitably qualified and experienced. The deployment of adults in the group ensure that children benefit from a good level of support from staff. The operational plan is sufficient, ensuring that children gain from a stable routine and well organised space within the hall. Committee meetings regularly take place which enables parents to manage the pre-school to the benefit of the children.

Leadership and management is satisfactory. The supervisor and committee are developing many areas of the pre-school as there have recently been changes to opening hours and the employment of new staff. Further aims and objectives for the pre-school are discussed at frequent committee meetings. Staff have appropriate levels of understanding of the Foundation

Stage curriculum and the Birth to three matters framework. This is applied in practice to most areas of children's learning and development.

Improvements since the last inspection

At the last inspection the provider was asked to develop staff knowledge and understanding of child protection issues and to provide healthy and nutritious snacks for children. Staff have attended a child protection course and children are provided with healthy options. As a result, children's welfare and health have been improved.

Complaints 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.

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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):

- further extend children's knowledge of diversity with special regard to disability

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 the planning of activities are evaluated and used to identify the next stage of children's learning
- ensure children's individual developmental records are regularly monitored and link in with the stepping stones to support and extend their learning

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