

East Haddon Pre-School

Inspection report for early years provision

Unique Reference Number	220212
Inspection date	28 March 2007
Inspector	Jan Burnet
Setting Address	Main Street, East Haddon, Northampton, Northamptonshire, NN6 8BU
Telephone number	NA
E-mail	
Registered person	East Haddon Pre School
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 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?

East Haddon Pre-school opened in 1984. It operates from the village hall, in East Haddon, Northamptonshire and serves the local community and surrounding villages. The group has use of the main hall, kitchen, toilets and storage areas. A secure outdoor area is adjacent to the hall.

The pre-school opens term-time only for three or four mornings, Monday to Thursday from 09:15 until 13:00. There are currently 16 children on roll, of these four are funded four-year-olds and eight are funded three-year-olds. The nursery supports children with learning difficulties and/or disabilities.

A total of four staff work with the children. Of these, two hold early years qualifications and one is working towards a qualification. The group holds Pre-School Learning Alliance membership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children confidently make their own decisions about needing food and a drink as staff organise a "rolling" snack system over the period of an hour during the pre-school session. They are gaining a good understanding of keeping themselves healthy, for example, they look through magazines and cut out food that is good for them and food that contains too much sugar. One child cuts out chocolate cake and says that lots of sugar is bad for our teeth. Children are learning about the benefit and effects of exercise. After moving to music and running, jumping and hopping they describe how they feel, for example, changes to their breathing, heart beating faster and feeling warm. Snacks provided are satisfactorily nutritious and if children stay until 13:00 parents are asked to provide a packed lunch. Children are gaining skills and confidence with regular use of climbing, sliding, balancing and riding equipment.

The risk of cross-infection is minimised because parents are aware that their child should not attend if he or she has a contagious illness and that they will be contacted if the child becomes ill. Children's best interests are served in case of minor accidents within the setting because two staff hold in-date first aid certificates. However, potentially their well-being is compromised because parents have not been asked for written permission for staff to seek emergency medical advice or treatment on their child's behalf. Children's emotional needs are addressed with good staff support and encouragement.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy activities in a very welcoming environment. Play activities are organised in the village hall and adjacent paved outdoor play area. Play equipment is safe and in a good condition. Risks of accidental injury to children are low because staff are vigilant and most potential risks have been identified and satisfactorily addressed. Risk assessment forms are completed by staff for all outings and occasional activities or events, for example, pets have been brought in and risks identified included allergies and hygiene. However, the risk assessment on the premises has not been reviewed since 2004. It identifies that water to hand wash basins is thermostatically controlled, but currently the water gets very hot very quickly and therefore is hazardous to children.

Children are learning how to keep themselves safe, for example, safety rules when using climbing equipment and boundaries when using sit and ride toys. Policies and procedures are appropriately applied by staff to support children's safety and welfare. Children are aware of the evacuation procedure as it is practised at least once in every term. Their welfare is satisfactorily protected by members of staff who have a working knowledge of abuse and neglect and are aware of their responsibilities with regard to referral if concerned about a child. The child protection procedure is thorough and a copy is given to all parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and sociable. Staff create a stimulating environment and children confidently select, enjoy and get involved in activities. They benefit from a well-balanced routine and the good organisation of play space. Group times are well organised and all children are encouraged

to develop their talking and listening skills. A good balance of adult-led, adult-supported and child-initiated activities are organised. Children select resources and readily engage in conversation with other children, staff and visitors. They achieve well because staff use their knowledge of the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage to provide good quality early years education. Staff work as a team to support and inspire and also encourage children to be independent learners.

Resources and equipment effectively meet the needs of all children as they are used in different ways according to children's different levels of development, for example, younger children are closely supervised when developing climbing skills and older, more able, children are encouraged to be more adventurous and also use the climbing frame as part of their role play. Manipulative skills are good with daily use of moulding, building, threading toys, crayons and pencils. Children enjoy story times and are keen to have their say during "show and tell" sessions. Children count and name shapes and colours during their play.

Staff regularly record observations and assess children's development. They identify the area or areas of learning that the information relates to and then plan for the next step in each child's learning. A folder for each child contains photographs, comments on achievements and examples of the child's "work". The interaction between the staff and the children is very good.

Nursery Education

The quality of teaching and learning is good. Staff plan effectively for three and four-year-old children and ensure that they are able to access a range of resources, which support their learning across all of the six areas of learning. Children extend their thinking and learning because staff consistently ask open-ended questions. Children are keen and inquisitive and are aware of boundaries for behaviour and group rules. They welcome opportunities to select their own resources, for example, glue, scissors, brushes, sticky tape and paper from a unit adjacent to the art and craft table. Some friendships have formed and children play cooperatively together or play happily alongside others with or without adult support.

Pencil control is developing well and children use writing in a variety of ways, for example, in the role play post office and police station. Name cards are used effectively to develop the link between sound and letter and for children to copy when writing their own name on drawings and paintings. Children enjoy stories and select books and handle them well. They enjoy opportunities to share news and are learning to speak in turn and listen to others. Children count throughout their day, they are learning numerals and are beginning to calculate, for example they talk about how many boys are present today, how many were present yesterday and whether there are more today. They name shapes and are learning about weight and size, for example in the 'post office' they wrap and weigh parcels. Children enjoy singing and dancing and use their imagination when moving to music. They experience a variety of opportunities to explore and investigate and develop their senses within their setting and explore the local environment as they enjoy nature walks and visit the village school, park and church. Children are gaining an awareness of information communication technology as they have daily access to resources that include a compact disc player, audio tape player and 'V-tech' electronic toys.

Children are gaining a very good awareness of how to keep themselves healthy. They are developing good control of their bodies when moving in a variety of ways. Staff extend learning effectively with planned and spontaneous activities, for example, in the paved outdoor area a staff member draws a space ship with help from the children. They divide this into seven parts, the staff member inserts numbers and the children count as they then jump from one section

to another. They then confidently change direction and count backwards. With encouragement from the staff member, children pretend to be astronauts and talk about the sound that the engines on the space ship make when it takes off.

Three and four-year-old children experience a variety of activities that promote learning and aids their development. Staff use observation and assessment effectively to identify where each child is at along the stepping stones that lead towards the early learning goals and so challenge children effectively to lead them towards the next step.

Helping children make a positive contribution

The provision is good.

Children's different needs are known and met well by staff. Their spiritual, moral, social and cultural development is fostered. They learn to appreciate and value each others' similarities and differences because they discuss their families and events in their lives at home and different religious and cultural festivals are celebrated. Resources that reflect diversity are available and are supplemented with ones from the local toy library. Children with learning difficulties and/or disabilities are included and are offered good support. Thorough procedures for observation and assessment and working in partnership with parents and other professionals means that all children are challenged effectively to reach the next step in their development.

Children behave well and play cooperatively. They show consideration for others and they are learning to share and take turns. Good staff practice reflects the behaviour policy that includes working towards, "a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement". Also that, "adults will provide a positive role model with regard to friendliness, care and courtesy" and, "adults will praise and endorse desirable behaviour such as kindness and willingness to share". Staff ensure that they clearly remind children of behaviour rules, mainly ones linked to their safety, and ensure that they never single out or humiliate a child.

The partnership with parents is good. Consistency of care for children is addressed with good written and verbal communication. Admission forms contain all required information, a prospectus includes clear information on the Curriculum guidance for the Foundation Stage and newsletters inform parents of planned topics and how they can help to promote their child's learning. For example, this week as part of the 'People who help us' topic children are talking about the dentist and parents have been asked to bring in a picture or packaging of healthy or unhealthy food. Regular newsletters are sent out by the voluntary committee as well as the staff team and a parent rota is well established. Recently parents have been asked to complete a 'home achievement book' and some are taking the opportunity to write about home activities and events experienced by their child. Parents are informed that their child's assessment records are available to them on request, however, information from parents is not being used to inform planning for their child. A complaints procedure has been drawn up and parents receive a copy, but it does not include revised regulations, October 2005, with regard to complaints procedures and records. Potentially these issues have an impact on children's progress and the quality of care provided. Useful information is displayed on notice boards and parents receive copies of all policies and procedures.

Organisation

The organisation is satisfactory.

Children are cared for in a clean and welcoming environment and space is organised to enable them to experience a good range of play activities. The provider ensures that children's care and education are promoted by enthusiastic staff team members who demonstrate a commitment to improving their own knowledge and skills. Children's welfare and care are generally supported with staff implementation of the setting's policies and procedures, although the complaints procedure does not contain up-to-date information. Most legally required documentation is in place and is kept in satisfactory order.

The leadership and management of early years education is good. The playgroup leader is part of the childcare team and all staff work well together. Children benefit from their commitment to improving their own knowledge and skills. Good support is provided by the well organised pre-school committee. All staff demonstrate an awareness of the Curriculum guidance for the Foundation Stage and work well to support all children. Resources meet children's needs and routines and activities are well planned by the team. Key issues raised at the last inspection have been addressed well and staff monitor and evaluate care and education as they regularly discuss issues and plan for improvement. They seek advice from local authority development workers and other professionals.

Overall, children's needs are met.

Improvements since the last inspection

At the time of the last education inspection the provider was asked to ensure that assessment is used to plan the next steps in learning, provide opportunities for children to use technology resources and to organise craft resources so that children can access them independently. These issues have been addressed well by staff. Observation and assessment are used effectively to inform planning, children have access to programmable toys and have daily access to a graphics area where they choose from a range of resources.

At the time of the last care inspection the provider was asked to develop staff knowledge of special educational needs and ensure there is a designated member of staff with responsibility for this area. This recommendation has been addressed comprehensively by staff. Inclusion is given a high priority, staff members have attended training and all children make progress because they are challenged effectively.

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 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 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):

- obtain written permission from parents for seeking emergency medical advice or treatment
- review the risk assessment so that changes to the premises are identified and action taken to minimise identified risks
- ensure that staff and parents are aware of revised regulations, October 2005, with regard to complaints procedures and records.

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):

- develop assessment systems so that information from parents helps to inform planning for the next steps in their child's 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