



Barford & Wramplingham Pre-School

Inspection report for early years provision

Unique Reference Number	253951
Inspection date	09 March 2007
Inspector	Tessa Margaret Betts
Setting Address	Barford & Wramplingham Village Hall, BARFORD, Norfolk, NR9 4AB
Telephone number	01603 757854
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Registered person	Barford & Wramplingham Playgroup
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?

Barford and Wramplingham Pre-school registered in 1968. It operates from the Village Hall in Barford, south of Norwich. Children have sole use of the premises during each session which includes a main hall, toilet facilities, kitchen and an enclosed outdoor play area. The Pre-school is open on a Monday, Tuesday, Wednesday and Friday morning from 9.15-11.45 and offers afternoon sessions from 13.00-15.30 on a Monday and Tuesday and Thursday from 12.30-15.00 during term time only. Children attend for a variety of sessions. The Pre-school is registered to care for a maximum of 26 children from two and a half years to five years at any one time.

There are currently 36 children on roll, of these 26 receive funding for nursery education. There is currently one child with learning difficulties/disabilities on roll and no children with English as an additional language. The Pre-school employ four members of staff. Of these, three including the supervisor hold appropriate early years qualifications. They are supported by an

early years specialist teacher and have recently completed the Norfolk Quality Assurance Scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment that is well maintained, clean and warm. High standards of cleanliness and effective hygiene practices help to minimise the risk of spread of infection. This is supported by clear written procedures that reinforce and guide this good practice. Children gain a good understanding of personal hygiene through effective adult support. They are shown how to wash their hands thoroughly, reminded to shield their mouths when they cough and staff ensure that tables are regularly cleaned throughout the session with an anti bacterial spray. Children's individual health needs are met as staff discuss these with parents on admission and maintain appropriate ongoing records. Good systems are in place to deal with accidents and emergencies and a well stocked accessible first aid kit is readily available.

Children are well nourished. They have a healthy mid morning snack which includes fresh fruit, savoury crackers, breadsticks and crumpets. Children are able to learn about healthy foods through activities and discussion in the home corner as they pretend to cook using an extensive range of play foods. Children are able to access fresh drinking water throughout the session. They enjoy pressing the button to release the water from the drink dispenser and notice that the fish in the bottle moves down as the water is dispensed, making the process fun. Children with specific dietary needs are well supported as staff ensure all adults involved with the children are aware of their individual needs. This information is also clearly recorded on the front of the register.

Children are developing a positive attitude to exercise as they confidently engage in regular physical activities both in the fresh air and within a designated area of the large hall. They have access to a good range of indoor and outdoor play equipment to support their whole body movements. Children enjoy digging in the sand tray, balancing on beams and pedalling on a range of sit on toys. They demonstrate their increasing skills as they carefully manoeuvre around a set of cones showing good body control. Activities are carefully planned so that children learn to appreciate the outdoors for both physical and less active enjoyment as they sit under a large tree looking at pictures in a book. Children use a wide range of tools and equipment to promote their fine hand skills. Some children competently uses scissors to cut a small piece of play dough to complete what they are making, whilst others handle play screwdrivers and spanners to join their construction together and enjoy free painting using a range of brushes. As a result children are making good progress in all aspects of physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a extremely safe and secure environment. Staff create a bright and stimulating atmosphere and warmly welcome the children on arrival. Robust systems are in place as staff monitor the flow of parents and children through the front door ensuring that

all children are accurately recorded and safe. The premises are consistently secure and all adults and visitors are clearly accounted for. A daily risk assessment is completed prior to children arriving and weekly checks are made of all equipment including the smoke and carbon monoxide detectors. The small outdoor area is fenced and efforts have been made to improve the surface with bark chippings so that safer use can be made of outdoor area in wet weather. Further improvements are planned following a successful grant application which will benefit the children by extending the use of this area.

Staff pay excellent attention to safety issues when presenting toys and activities. Designated areas within the hall ensure children make full use of these resources safely. Children are able to relax on floor cushions in the book corner, sit comfortably at tables to engage in puzzles, craft and construction and enjoy their physical activities in a fenced area of the hall. Children have access to a very good range of safe play resources. Staff ensure these are appropriate to their age, of high quality and allow sufficient space between activities to minimise the risk of trips and falls. Low level storage trays encourage some children to access additional resources for themselves. Children are developing a strong awareness of how to keep themselves safe. Supported by staff they learn about road safety as they role play stopping at the traffic lights, recognising what colour these need to be for them to move safely off and how to respond at a pedestrian crossing. Clear age appropriate explanations by staff help children to understand why it is dangerous to stand on a chair at the window and gentle reminders reinforce this understanding. Children are familiar with what to do in the event of a fire as regular practises are held. In addition staff have recently completed additional training in become fire marshals to reinforce their knowledge and procedures ensuring children's safety at all times. Staff work very closely with parent helpers to promote a safe environment. Together they look carefully at the ingredients of the daily snack to ensure it is suitable and safe for all children with specific dietary needs. Where appropriate an alternative is offered.

Children's welfare is effectively promoted because staff have a clear understanding of their responsibilities regarding child protection. They are fully familiar with the signs and symptoms of abuse, the setting's policies and procedures and the roles and responsibilities of all staff within this. Written information to support and guide their practice which includes the action taken if an allegation is made against a member of staff is accessible. This ensures that any concerns are handed promptly by the registered person and staff to protect the children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the playgroup. They arrive happily and are eager to participate. Staff create a nurturing and stimulating environment which captures children's interest as they see the array of activities to play with. They are welcomed enthusiastically by staff who are on hand to listen to their news from home. Children exercise choice as they go to activities which interest them. They are able to play on the floor with the farm animals, build construction at the tables, engage in physical activities, enjoy using their imagination at the craft table as they make spring magnets from a good range of resources. They demonstrate their growing ability to persevere at their given task as some children sit for long periods of time completing a jigsaw,

matching games or enjoying a quiet time looking at pictures in the book corner. Children are able to demonstrate some independence as they access additional resources from the low level storage trays to support or extend their play, however the organisation of some routine activities hinders additional opportunities, particularly for more able children. They are encouraged to share their experiences and enjoy the warm positive facial gestures and words of encouragement given by staff when a task is achieved. Children are developing meaningful relationships with staff who actively encourage their involvement. They listen to what children say, sit alongside them, talk about what they are doing and have high expectations for what they can achieve.

The quality of teaching and learning is good. Staff have a solid understanding of the Foundation Stage curriculum and how children learn. As a result, children take part in a range of stimulating and relevant activities that help them make good progress towards all the early learning goals. Regular observations, knowing children's starting points and on-going assessment enable staff to identify the next steps in children's learning to ensure children are sufficiently challenged. Good use of open ended questions such as "what do you think is in there, and what might happen when we add paint to the corn flour" encourage children to think and work things out for themselves. All areas of the curriculum are carefully woven into planned topics and the balance between adult-led and child-initiated activities ensures children have enough time to consolidate their learning in their own way and at their own pace.

Children are developing positive relationships with each other and are familiar with the routine making them feel secure and confident. They are able to make an active contribution at circle time as they share their news or items they have brought from home. They patiently wait their turn and show interest in each other as they listen and sit quietly when appropriate. Children are able to build on their own ideas, as they set up the family of animals and share what is happening in the farm area or talk about what they are making for breakfast in the role play area. Children spend time mark making as they make lists in the home corner, chalk on the fence outdoors and some children write their own names independently. They are starting to recognise the written letters and practise the sound that they make. Children enjoy listening to stories and frequently select books to read independently. They are able to initiate conversation around the snack table and enjoy spontaneous conversations with staff about what they are doing. With adult support children are extending their language skills as they learn and then use more descriptive words such as lighter, darker and shade to describe what they are doing in the messy play area.

Children show a keen interest in Mathematics throughout their play, naming shapes and counting both in group situations and independently. Prior to going outside they count together how many children are present and extend this challenge by counting backwards. Through routine activities they consider simple addition and subtraction. When making an omelette in the role play area they confidently count how many eggs are in the pan and what happens when you take some away. They are developing concepts of space, shape and measure as they use language such as 'bigger, smaller, lighter, heavier' to compare cooking ingredients using scales. As they build in the sand they identify a range of different shapes and patterns and notice the effect of the sand compacted into the container, making it heavy to hold.

Children enjoy regular opportunities to explore and investigate how things work. They are fascinated at the effect of corn flour and water in the paint tray, dragging their fingers through

the liquid and attempting to pick it up. They experience at first hand what happens when you add washing up liquid to water and then blow through a straw to create a wealth of different size bubbles. Children show a keen interest in computers, confidently attempting to spell their name using the keyboard and talk about what games they enjoying playing on at home. Through well planned activities they are able to construct large objects using a wide range of tools which allows them to join several pieces together. Children have ample opportunity to be creative. This enables them to make connections between one area of learning and another and so extend their understanding. Children explore colour, texture and shape as they chalk on the outdoor fence, use a range of different materials to make a large group collage and enjoy the feel many malleable materials, such as play dough, paper, sand, water and natural materials within their everyday activities. Musical instruments are readily available to explore how sounds can be changed. Children use their imagination well as they recreate their own meals in the home corner, dress up to play out role of the emergency services and invent their own stories with the small world resources.

Helping children make a positive contribution

The provision is outstanding.

Children's individual needs are extremely well met as staff gather very detailed information from parents when children start. Staff take great care to find out about the children as individuals and their home circumstances so that they are aware of any situations that might affect the children. Children who relish the opportunity to play uninterrupted are well supported by staff who carefully recognise and respond to this need. Children learn about the needs of others as they celebrate a range of festivals, try sushi foods as part of celebrating the Chinese New Year and access positive images in the small world play and well stocked book corner. Children with learning difficulties/disabilities are rigorously included in all activities throughout the session. Careful planning ensures that additional adult support is readily available and specialist equipment is on hand to further support them in making an active contribution. Children are able to play alongside their friends at table top activities, make good use of the floor area to vary their position when they want to and sit comfortably on support cushions when enjoying the fresh air. Staff pay particular attention to the fine detail as they plan for the needs of all children. They ensure that the resources are adapted to allow all children to fully participate. Children's spiritual, moral, social and cultural development is fostered. Children have time to sit and think, they learn from each other and share their achievements enthusiastically with both each other and staff.

Children are actively taking responsibility for managing their own behaviour. When minor disputes occur time is given for children to resolve these for themselves. Staff observe their attitude and behaviour as they watch how they handle these situations. Children are encouraged to understand how others feel and are learning how to negotiate a positive outcome. Where this cannot be achieved, staff at on hand to support and guide children in their understanding to achieve a satisfactory conclusion. As a result children are grasping a strong sense of right and wrong and learning at first hand how to resolve differences.

Parents are encouraged to share what they know about their children as they complete 'interest sheets'. They have daily opportunities to exchange information with staff. Parents are aware

of who their child's key worker which strengthens the positive and supportive relationships that exist. They comment very favourably in the care provided, saying how much their child enjoys coming and are able to recognise the progress that they have made. High quality newsletters and weekly information sheets highlights both past and future events so that children are able to make some links with activities both at home and at playgroup.

The partnership with parents and carers of funded children is good. At the onset of a place they are provided with an information brochure which give some details of the curriculum offered. Whilst they are encouraged to share in their child's learning through well evidenced learning stories which plots their progress and identifies their next steps of learning, there is little ongoing information on the parents table about the Foundation Stage curriculum and how this is implemented. As a result parents are not provided with sufficient information to ensure their children learning is fully secure.

Organisation

The organisation is good.

Robust recruitment and selection procedures ensure that staff working with children are suitably vetted and qualified. Staff are clear of their roles and responsibilities due to the strong leadership skills of the supervisor. They work well together, supporting each other to ensure the smooth running of the session. Students and parent helpers are able to make an active contribution because they understand what is expected from them. As a result, children benefit greatly from these additional adults present. All of the records that contribute towards the safe running of the playgroup are in place and readily available. Secure registration systems are maintained so that all adults and children on the premises are accounted for in the event of an emergency.

The premises are generally well organised and space is appropriately used to create a stimulating environment. Children freely and safely move around the hall choosing some activities for themselves, however the organisation of some routine activities hinders their opportunities to demonstrate their growing independence skills. Children are unable to hang their coats and bags on arrival as there are not sufficient low level pegs available and opportunities are missed at snack time for more able children to take an active part in preparing what they are eating.

Leadership and management is good. The supervisor, staff and supportive committee have clear aims in place and are dedicated to providing a good quality service. Regular discussion through working together as a team and staff meetings help staff to learn from each other to constantly review their working practices to the benefit of the children attending. They have clear action plans in place and as a group are able to identify their strengths and weaknesses. The supervisor works closely with her staff, observing their practice and by giving them additional responsibilities is able to monitor the quality of the session. Formal appraisals are held on each member of staff to examine their practice and identify their training needs. As a result they are committed to improving the care and education they provide. Overall children's needs are met.

Improvements since the last inspection

Staff have made good progress in addressing the recommendations raised at the last inspection. From the last care inspection they were asked to review their hygiene practices to ensure children are not at risk of infection. Rigorous hygiene practices have now been implemented and children are able to dry their hands on individual paper towels. As a result they are better protected from the spread of harmful germs. Parents attention is now drawn to the contact details of the regulatory body as the poster giving this information is clearly displayed on the noticeboard in the hallway.

At the last nursery education inspection they were asked to ensure staff are effectively deployed to support children within both adult led and child initiated activities. Activities are now carefully planned, staff are fully aware of their roles and lead responsibilities throughout the session. They have worked hard on developing the use of assessment and are able to show children's next step of learning clearly on their weekly planning. This ensures children's progress is actively promoted.

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):

- improve the organisation of routine activities to further promote children's independence.

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):

- improve the quality and accessibility of information about the Foundation Stage curriculum so that parents are able to take a more active part 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