



# Hanworth Community Association Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	509758
<b>Inspection date</b>	31 January 2007
<b>Inspector</b>	Hazel Farrant
<b>Setting Address</b>	The Pines Community Centre, Hanworth Road, BRACKNELL, Berkshire, RG12 7WX
<b>Telephone number</b>	01344 423487
<b>E-mail</b>	
<b>Registered person</b>	Jane Gibbon
<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?

Hanworth Community Association Pre-School opened in 1976. It operates from The Pines Community Centre within the grounds of a primary school in the town of Bracknell. The pre-school serves families from the local and surrounding areas.

There are currently 34 children aged two to five years on roll. This includes 24 funded three and four-year-olds. Children attend for a variety of sessions. The group supports children with learning difficulties or disabilities and those who speak English as an additional language.

The group opens five mornings a week during school term times and sessions are from 9.15 until 12.00. The group also offers a lunch club which provides care until 13.00. Seven staff members work with the children, three have recognised early year's qualifications. The setting receives support from the Local Authority.

## **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 good hygiene practices promoted by staff. They know to wash their hands before snacks and after toileting. Children use bowls of clean water to wash their hands. An effective system is in place to ensure the water is changed regularly to promote good hygiene. Times are recorded on a wipe board. Children receive good explanations and gentle reminders from the staff should they forget to cover their mouths when they cough. Staff have good procedures in place to prevent the spread of infection such as cleaning the tables thoroughly with anti-bacterial spray before snack time and observing good hygiene procedures when preparing snacks.

Staff have good 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 appropriately. This ensures that parents are fully aware of accidents that have happened to their child.

Children benefit from healthy snacks; they help themselves from a wide range of healthy eating options. Children sit in small groups and eagerly chat to one another, snack time is a sociable occasion. Staff pour out drinks of water or milk during snack time. Children have opportunities to pour out their own drinking water throughout the session. They know about healthy eating, the group took part in 'Smiling for Life Nutrition' award. Therefore children are developing an understanding of the importance of a good balanced diet.

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 are developing their confidence and competency when using items such as beanbags and balls. They enjoy climbing, balancing and using the slide. The children obviously enjoy being outside and play enthusiastically developing their skills of manoeuvring around one another. Staff provide children with further physical activities indoors for example during dance and exercise times. The children enjoy singing action songs such as 'head shoulders knees and toes'.

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

The provision is good.

Children arrive happily and settle well in the bright and welcoming environment. Children develop a sense of belonging because staff display their work around the hall. The hall is organised well allowing children to move freely and independently whilst choosing their toys or activity. The range of equipment available is safe and well maintained and provides appropriate stimulation to meet children's ages and stages of development.

Regular risk assessments enable staff to identify and minimise any potential hazards. The building is secure and all visitors ring on the door bell to gain attention this ensures there are no unwanted visitors. However, the outside gate is not always kept closed, which is a particular hazard during drop off and pick up times. Children are not protected from empty beer barrels stored in the outside play area. The seating in the bar room is showing signs of wear and tear exposing foam padding.

Daily visual checks ensure the immediate removal of any broken toys so they do not harm a child. Children learn to manage their own safety, as staff teach them about potential hazards, such as falling if they climb on chairs. Children are kept safe in the event of fire or emergency, due to effective procedures for evacuation.

Children are protected from possible harm or abuse because there are good systems in place. Staff have a sound understanding of the procedures to following because they keep their knowledge and skills updated through training. This promotes children's safety and welfare.

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

The provision is good.

Children are happy and enjoy their time at the pre-school. They receive good levels of support, which enables them to quickly settle. Children develop trusting relationships with staff, often seeking them out for comfort. They benefit from joining in small group activities and enjoy coming together for larger group activities. Children participate in a variety of planned and focused activities and are keen to access the range of play activities provided. Children learn from first hand experiences. For example, they show curiosity and are totally absorbed as they experiment with colours and make handprints. They develop a sense of belonging as they learn about the daily routines. For example, they learn that they wear an apron when taking part in messy activities such as painting and playing in the sand tray. Staff provide them with activities that help them to make sense of the world, such as exploring the different smell of herbs. Musical activities, for instance, singing, stories and rhymes all contribute significantly to their developing communication skills.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress and their overall development is well promoted because staff are skilled and have a good knowledge of the Foundation Stage. Children learn through play and practical activities, which are effectively delivered by enthusiastic members of staff. Curriculum planning covers all areas of learning and staff are aware of the progress individual children are making. However, some records were not up-to-date and do not link to the stepping stones. Plans do not clearly show the intended learning outcome and extensions to activities for more able children. Staff evaluate the activities but do not record information meaningfully to inform future planning.

Children are self-assured in their play and are confident to try new experiences. Staff appropriately question and challenge the children's understanding and learning and they are using 'talk time' to further build children's comprehension. This means that children are well stimulated and eager to learn. Children are motivated and fully engaged in their play and

learning. They have a good understanding of their own needs and are confident in meeting their personal needs, such as independently visiting the toilet. Children have good relationships with their peers and listen carefully to each other. Children show good concentration and listen intently during story time. They are able to explain their ideas and experiences clearly, for instance, whilst making an aeroplane out of recyclable materials. Some children are beginning to write their own names. However, they do not have easy access to writing materials to mark make on their artwork or in the role-play area. Children enjoy stories and books at group time. This is because staff are skilled in consolidating children's knowledge and explaining in terms that children understand. For example, a lizard is like a snake with legs.

Children show an interest in numbers and counting. Older children are gaining an understanding of addition and subtraction. Some children know the numbers up to 10 and beyond. They complete jigsaw puzzles which develop their mathematical ideas and helps them to solve problems for themselves. Children recognise shapes during their play such as circles and squares. They confidently match picture dominos and follow simple sequencing using wooden sliding pegs in a frame.

Children have good opportunities to explore and investigate. They show curiosity as they explore how different colours blend to make other colours. They plant seeds and bulbs in the outside play area and take turns in watering them. Children use their imagination in role-play, and art and craft, staff encourage children to develop their own ideas. They learn about diversity through stimulating activities, resources, displays and outings within the community. This supports children's progress towards the early learning goals.

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

The provision is good.

Children are warmly welcomed and settled by friendly staff that are aware of their individual needs. They have opportunities to share their thoughts, feelings and ideas through a variety of activities. They talk with other children, visitors and other adults about what they see, hear, think and feel. Staff take pride in children's artwork and skilfully display their work, creating a welcoming home from home environment where children feel a sense of belonging.

The children know the rules in place for their safety and generally behave well. Staff are calm and consistent in their approach to managing behaviour. Children are polite and courteous to each other, staff and visitors. They learn to show consideration and respect to others and begin to understand the difference between right and wrong. Children's spiritual, moral, social and cultural development is fostered.

Children with learning disabilities and difficulties are supported very well. Staff are committed to welcoming all children into the nursery, identifying, and addressing their different needs. Staff are experienced in working with external agencies and are familiar with the Code of Practice.

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 birthdays and learn about familiar and unfamiliar festivals such as Chinese New

Year and Divali. Children enjoy visits from the police and the dentist. The pre-school organises local outings to visit the elderly.

The partnership with parents is good. Children benefit from the very good relationship that builds between parents and staff. These begin at the informative introductory visits before the children start at the setting, which mean that parents feel welcome in the pre-school. A close partnership develops because staff respect parents' wishes.

Parents have clear information about the Foundation Stage and feel involved in their children's learning through regular newsletters and information about planned topics. They have daily contact with their child's key worker and opportunities for more detailed discussion at the regular parents' meetings. Parents have access to the children's records.

### **Organisation**

The organisation is good.

The nursery is organised effectively and a good variety of resources are set out ready for children to access and enjoy when they arrive. Staff ensure that these are rotated to meet the current age and developmental stage of their children and to ensure purposeful play. Children's safety and welfare remains protected through staff and volunteers undergoing good recruitment, vetting and induction procedures. A comprehensive operational plan is in place and also detailed policies and procedures, which the staff follow and are known to parents. Staff understand the importance of maintaining confidentiality. Children benefit from the effective implementation of the Foundation Stage guidance and all staff have received Birth to three matters training.

The leadership and management is good. The supervisor is new in post, she has worked in the pre-school for many years and is aware of areas that require developing further. 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.

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

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

Since the last inspection the operational plan has been formalised and there is an induction process in place for all new staff. A formal appraisal system is still in the planning stage which will include future training requirements. Parents are able to view the groups policies and procedures which are readily available.

Children use bowls of water to wash their hands, a system is now in place that records the time of water being changed to promote good hygiene. Children are provided with good opportunities to develop their independence skills, for example putting their coats and aprons on and pouring out drinking water from a jug.

Children are supervised appropriately, staff are consistent with behaviour management and promote good behaviour with praise and encouragement.

## **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 safety by ensuring outside gate is kept shut and empty barrels are secure, make safe seat cushions in the bar area.

#### **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):

- further develop planning and assessment records to clearly show extension to activities; evaluations; progress through the stepping stones and future learning targets
- ensure children have ready access to writing materials to mark make.

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)