



Horrington House Pre-school

Inspection report for early years provision

Unique Reference Number	143008
Inspection date	25 January 2007
Inspector	Jan Healy
Setting Address	Horrington, School House, Bath Road, West Horrington, Wells, Somerset, BA5 3EB
Telephone number	01749 673516
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Registered person	Horrington House 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 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?

Horrington House Pre-school opened in 1993. It is a committee run pre-school situated within Horrington Primary School. It operates from a play room, and children have access to toilet and kitchen facilities, a fully enclosed outside play area and occasional use of the school gym. A maximum of 10 children may attend at any one time. The group is open each weekday from 09.00 to 11.30 term time only.

There are currently 17 children on roll. Of these 16 receive funding for nursery education. Children come from The Horringtons, Wells and surrounding villages. The group currently supports children who have a learning difficulty.

The pre-school employs five members of staff, four of whom hold a relevant qualification and one is currently on a training programme. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enter a clean and tidy playroom each day, as the staff have an efficient routine in place to maintain a high standard of cleanliness. Children benefit, as this rota, does not interrupt their daily activities or take the staff away from directly working with them, as such chores take place after the children depart. Children benefit, as the staff remind them about the importance of washing their hands, particularly before snack and after using the bathroom, and they have the provision of individual paper towels, helping to prevent the spread of cross-infection. Spare sets of clothing are readily available in the event of an accident, and protective clothing is worn by the staff, such as gloves, which contributes to maintaining the good health of children. Medication is kept out of children's reach and parents are made aware of any medication which the staff administer, helping to ensure children remain healthy. Staff hold a first aid certificate and replenish the items in the first aid box regularly, and a record of all accidents is maintained and staff notify parents, so they are aware of any injury to their child.

The children have the provision of regular drinks, helping to prevent dehydration, with the staff assisting them with the provision of a booster step, helping them to reach and so increasing their independence. Snack times consist of fruit, bread sticks, milk, juice and water, which the children eat whilst sat at a table, making for a sociable occasion and helping to extend their vocabulary. The staff are aware about the children whose parents have a preference about the foods they eat and about the children who suffer an allergy or intolerance to particular foods, so they are able to adhere to their wishes or needs. To ensure all the children remain healthy, the staff prevent the swapping of food.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The playroom is welcoming to children, as the staff prepare it before their arrival, so they are able to clearly see what is available and go straight to the activity of their choice. The room is bright, airy and warm and the walls contain displays of children's artwork, making for a child-friendly and secure environment. The children are able to move freely and safely, as the staff have given consideration to the organisation of furniture and equipment, so an extensive range of resources are easily accessible.

The staff are aware of the importance of providing safe and well-maintained furniture to aid the varying needs and development of the children in their care. Consideration is given to the children's age and height when providing tables and chairs, so the children are able to play and eat together in comfort. Good quality toys and resources provide challenge, stimulation and fun, such as computer games, dressing up clothes and an extensive range of books.

Positive steps are taken to ensure children's safety, for example, hot drinks are kept out of their reach and dangerous substances are inaccessible. Electrical sockets are covered to help prevent accidents and there are no trailing leads or wires, helping to avoid trips or falls. The children take part in an emergency evacuation procedure regularly, so they are aware to exit

the premises quickly and safely in the event of a fire. The outdoor play area is secure and the fencing is in good repair, preventing the children from leaving without adult supervision.

The staff have strong knowledge and understanding with regards to child protection. They attend training courses, to help keep them up to date with current issues, and are aware of the procedure to follow in the event of witnessing a concern. The staff know about the signs and symptoms of abuse, and as they know the children in their care well, they are able to quickly identify a change in a child's behaviour or general well-being, prompting a possible cause for concern.

Helping children achieve well and enjoy what they do

The provision is good.

The staff are friendly and approachable, making for a pleasant environment. They are respectful towards the children, who emulate their behaviour. Children are given support when trying a new activity, such as bubble painting, as the children have to learn to blow rather than to suck the paint through a straw. The Birth to three matters framework is incorporated in the planning, providing younger children the opportunity to engage in age appropriate and challenging play, for example, investigating mini-beasts in the garden.

Nursery Education

The quality of teaching and learning is good. The person in charge is suitably qualified, and has the experience, skills and ability to carry out her duties and responsibilities effectively. She ensures the staff she employs are an asset to the group, are able to work as part of a team and who show commitment to improving the learning and education of young children. Effective planning aids the children's progress, as the staff begin by finding out what the children already know, can do and understand, before written plans are put into place. This helps the staff to clearly identify significant steps in children's achievement or about any concerns, which they then discuss with parents. Contingency arrangements are in place for the event of staff absence to ensure adult:child ratios are maintained.

Strong progress is being made in children's personal, social and emotional development. They enter the setting with confidence, greeting both the staff and their friends, before taking off their coat and changing out of their Wellington boots into their shoes, helping to extend their independence skills. They choose an activity of their choice, being able to select from a broad range, which the staff set up before their arrival. They are knowledgeable about the equipment and technology in the playroom, such as the computer, being adept at making use of the mouse.

Children are achieving successful progress in their mathematical development. They learn number recognition and to count through singing a wide range of songs, counting the legs of a spider and playing computer games. They compare weights during sand play and measure and compare the height of each other. During practical activities, the children are learning to differentiate between their left and right, and to recognise and to recreate simple patterns, for example, the colours of 'Elmer' the elephant.

Children are making good progress in their creative development, as they have the benefit of staff who provide them with the freedom to express their individuality. They explore the properties of paint and mix colours together to discover what this results in. Children express and communicate their ideas during role-play, having the benefit of a dressing up box containing outfits and hats, so they are able to participate in pretend play.

Efficient progress is being made in children's physical development. The children are showing an awareness of space and of themselves when playing in the playroom and garden, as they try not to bump into each other when running. They are able to handle small tools, such as paint brushes, glue sticks and scissors with increasing control, furthering their independence. They use play dough and wet sand, which they mould into shapes of their choice, increasing their dexterity and creativity. However, there is a lack of large equipment, such as a climbing frame, which helps to challenge the children to extend their confidence, strength and stamina.

Good quality provision aids the children to develop their communication, language and literacy. The children are confident to approach a member of staff and to speak to them or to ask them a question, as they are aware that the staff have the time and the patience to stop what they are doing to listen to them. Children chat to each other during play about events that are important to them, or about what they are doing, making for a pleasant environment. They enjoy listening to familiar stories, joining in with repetitive refrains and enthusiastically experiment with sounds using musical instruments.

Children are making effective progress in their knowledge and understanding of the world. The children have access to a stimulating range of books, which include resource books and story books, which reflect the wider society, helping them to understand that there are many other countries in the world, where people speak a different language to them. The children investigate objects, such as leaves and conkers that they find in the outdoor area, aiding their knowledge about nature and the changing seasons. Children build using Lego and have the benefit of freely accessing technology, for example, a calculator, tape recorder and telephone, helping them to make sense of their world.

Helping children make a positive contribution

The provision is good.

Information about each child is sought from the parents, to help the staff to plan for their individual needs, such as the language spoken at home and their culture and beliefs. The staff actively promote equal opportunities, as all the children have access to all the toys and resources available and they are encouraged to reach their full potential. Children have access to a wide range of resources, which reflect positive images of non-stereotypical roles and racial and cultural diversity, such as posters, books and dolls. The staff encourage the children to learn and to understand that although we are all different, we are all just as important. The children paint family portraits of the people who are important to them, which the staff sensitively display on the playroom walls, which helps create a sense of pride and achievement.

The staff show commitment to the identification of children who have a learning difficulty, so swift action is taken to provide them with the most suitable provision of equipment and resources to help them make progress. Parents and staff work together, so both are kept up to date about

any further concerns or about any progress being made. The staff are developing a partnership with outside agencies, so the children receive consistent care.

Spiritual, moral, social and cultural development is fostered. Staff are able to manage a wide range of behaviour, adopting positive behaviour management strategies that promote the children's welfare and development. For instance, the staff use a method of counting back from five to one, when the children are displaying unwanted behaviour, which the children clearly understand, as they very quickly stop what they are doing. Explanations are provided about why the staff do not wish to see such behaviour, so there is no misunderstanding. The children share a warm and secure relationship with the staff and have respect for them, so want to behave in a pleasing manner.

Partnership with parents is good. A meeting takes place between the staff and parents, prior to the child's admission, providing the parent an opportunity to ask questions and to decide whether the pre-school is right for their child. Provision is made for the parents to access all the group's policies and procedures, and written parental permission is sought, for example, to seek emergency medical advice or treatment. A notice board displays relevant information about the staff, including their name and role, so parents are aware of all the staff and their duties and responsibilities. The registration certificate is clearly visible, providing the parents with details about the conditions of registration. The parents and staff exchange information about the children's progress and each child has a drawer, containing pieces of work they have completed during the session. A complaints procedure is in place, which the parents are made aware of, however, it does not contain Ofsted's correct telephone number, in the event of a parents wishing to make contact.

Organisation

The organisation is good.

Leadership and management is good. The person in charge holds a teaching qualification, and has efficient knowledge about child development, so is able to provide good care and education for young children. An operational plan contains the pre-school's aims and objectives and all policies and procedures, which the staff adhere to for consistency. The playroom is organised to maximise the use of space for both table top and floor games, such as baking activities and large floor jigsaws. The staff are deployed well, so the children have the benefit of playing with the them, helping to improve their vocabulary and social graces. There is a balance of learning opportunities as the children have the benefit of outdoor play, free play, small group and large group activities. There is a quiet area, where the children look at books, whilst sitting on comfortable cushions. The planning and the staff working hours allow for continuity of care, providing the children with a safe and secure environment.

The setting meets the needs of the range of children for whom it provides. The staff keep an accurate attendance register, detailing the times of both the staff and children's arrival and departure, so they are easily and quickly accounted for in an emergency. Records are easily obtained for perusal and are kept for a reasonable period of time, so historical details are readily accessible. Parents are able to share records kept by the staff about their children, keeping them informed about their progress.

Improvements since the last inspection

At the last inspection, the staff were requested to improve the range of multi-cultural resources. The children now have access to a wide range of books, dolls and posters which staff display on playroom walls, helping the children to understand that although we are all different, we are all just as important.

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

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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):

- ensure the complaints policy contains Ofsted's correct telephone number

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 the children have regular access to large equipment, to help increase their strength and stamina

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