



# Carrington Pre-school and Nursery Group

Inspection report for early years provision

<b>Unique Reference Number</b>	EY240824
<b>Inspection date</b>	11 January 2007
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<b>Registered person</b>	Carrington Pre-School
<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?

Carrington Pre-School and Nursery Group opened in 1975 and is managed by a voluntary committee. It operates from two classrooms within Carrington Infant School. One classroom is shared with the reception class when not used by themselves; the pre-school has sole use of the other room. There is a fully enclosed outdoor area available. The pre-school serves families from the local surrounding area. The pre-school and nursery both operate for five sessions a week, term time only. The pre-school runs from 09:00 until 11:30 and the nursery from 12:30 until 15:00. Children attend for a variety of sessions with older children attending the nursery sessions.

There are currently 63 children aged from three to five years on roll. All children receive nursery education funding. The pre-school supports children with special educational needs and English as an additional language.

A total of 10 staff are employed to work directly with the children. There are currently seven staff who hold relevant childcare qualifications, and a further two members with long term experience.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is maintained through staff following the groups established policies. They keep all areas that children use, and food preparation areas, very clean. Children are encouraged to wash their hands before eating, learning it is important to wash germs away. Staff are suitably trained to deal with medical emergencies and all accidents are recorded accurately.

Children receive nutritious food at snack time which includes fruit and vegetables. Staff obtain information regarding dietary needs and ensure that children's individual needs are met.

Children have the opportunity for regular exercise to promote their physical well-being. They have daily use of their own outside play area and staff plan regular activities to help them develop and practise physical skills. Older children also have use of the school hall, and equipment, each week to have additional physical activities.

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

The provision is satisfactory.

Children are cared for in a safe and welcoming environment. They have the use of two classrooms within the school which are bright and comfortable. There are colourful displays of their work on the wall, carpeted areas where they can sit and talk to their friends and comfortable seating where they can sit and look at books. All exits are kept secure and staff have an established procedure for when children arrive or are collected. However, this procedure is not always followed, which could impact on the safety of children. Staff supervise children closely and plan activities which raise children's awareness of how to keep themselves safe, such as discussing road safety and making a zebra crossing.

Children have access to good quality toys and equipment to support their learning and play. They are able to access these easily and staff ensure there are sufficient resources available so that all children can take part. For example, there is a wide range of dressing up clothes, hats and shoes so that those who want to, can take part in imaginary play. Equipment is regularly cleaned and checked to ensure it remains safe and in good order.

Children's welfare is safeguarded by staff having effective child protection procedures in place. Staff record concerns and refer them on to the relevant agencies if necessary. They also have an appropriate policy in place in the event a child is lost or uncollected.

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

The provision is good.

Children are offered a consistent daily routine, which enables them to feel secure, along with stimulating activities, which ensures they are happy and engaged in their learning. Children enter eagerly and enjoy their time so much that some are reluctant to go home at the end of the session. They develop a good relationship with staff who demonstrate a very caring attitude towards them. Staff settle new children into the routine and are sympathetic to their feelings at being parted from parents. Staff are skilful at enabling children to develop personal independence; older children practising taking their shoes and socks off before taking part in physical exercise activities. Staff involve themselves in children's play and show genuine interest when children talk to them as they take part in activities. Children have a key worker who takes responsibility for liaising with parents and keeping them informed of their child's progress.

### **Nursery Education**

Teaching and learning is good. Staff hold relevant qualifications, and have worked with children for many years. They plan the curriculum to ensure activities are meaningful and that children have fun as they learn. Staff engage children, questioning them effectively to re-enforce and extend their learning. Younger children attend separate sessions, where they learn how to play and learn together in a group setting. Older children attend a separate afternoon session where they are able to take part in activities which build on the skills they have acquired. Staff use time wisely, encouraging children to practise mathematical skills at snack time, or learn the days of the week at registration time. They use resources imaginatively, turning the storage shed into a fruit store so that children can develop their learning through role play. Children with a disability, or learning difficulty, are well supported. A designated member of staff ensures that individual educational plans are followed and liaises with parents, and other professionals, to ensure appropriate support is always available. Staff provide clear instructions to children and encourage good codes of conduct. They act as role models, being polite to children and offering lots of praise. As a consequence children's overall behaviour is good.

Children are developing good communication and literacy skills. They confidently talk to other's using good descriptive language as they play. All children enjoy looking at story books and can recognise their name. They link the sound and shape of letters, older children recognising which pictures in a book begin with 'c'. All children enjoy practising early writing skills and frequently use the paper and crayons which are always available. Children are also gaining a good understanding of mathematical skills. They are encouraged to count and recognise numbers, and enjoy singing number rhymes, calculating how many buns are left in the bakers shop. Children learn the names of basic shapes as they practise scissor skills, cutting out ones drawn on paper, and they gain an understanding of measurement, drawing around themselves and recording their height on a graph to see who is the tallest.

Staff encourage children to investigate and explore things around them. Children look under logs, finding out what insects live there and examine ice as it melts. They make paper planes, and vehicles from cardboard boxes, whilst doing a topic on transport. Staff plan activities which enable children to learn more about their own world and to discover interesting things about other cultures. Children made cards to celebrate Eid and made rockets for a firework display

to go on the wall. All children have daily access to a computer so that they can gain a basic understanding of information technology. Staff plan a variety of craft activities so that children can experience differing mediums and develop their imagination. Children enjoy role play and enthusiastically take part in musical activities which include singing and dancing.

Planned physical activities enable children to develop co-ordination skills. They are able to climb, balance and aim with skill. Children can use both small and large equipment with ease, steering bikes and threading beads, and enjoy exercise tapes which encourage them to develop control over body movements. Children discuss how different they are now from when they were born, so that they gain an understanding of how their bodies grow.

Staff make regular observations of children's achievements and record these so that children's progress is easily identified. They use these recordings to ensure all children are making appropriate progress in all areas of learning.

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

The provision is good.

Children are developing an understanding of self worth. Their social, moral, spiritual and cultural development is fostered. Staff encourage children's independence and self esteem, allowing children to undertake simple tasks such as giving in the snack order. They value children's views and achievements, listening attentively as children talk to them and offering lots of praise when children achieve. Planned activities enable children to gain an understanding of their own cultural traditions, such as celebrating bonfire night, and that of others, for example celebrating Chinese New Year.

Children's behaviour is good. They play well together, sharing tasks, such as clearing toys away and are polite to all. They understand the need for rules, such as not running indoors, which keep everybody safe. Staff act as good role models, dealing with situations calmly, and offering clear explanations, so that children learn to adapt their behaviour as necessary.

Children's individual learning and developmental needs are met. Children who have a stated need are supported well by designated staff, who offer one to one support when required. Staff liaise with parents and other professionals to ensure individual educational, and care, plans are followed.

Partnership with parents is good. They are given good information regarding the setting and the educational provision offered to children. Regular newsletters keep them informed and children's key workers are always available to discuss any concerns they may have. Parents are enabled to support their child's learning, encouraging them to find items to take in connected with the current theme being followed.

### **Organisation**

The organisation is satisfactory.

Staff follow a clear operational plan to ensure they meet their aim, which is to provide a safe, caring, stimulating environment for children. Staff are motivated and work well as a team. They

attend training to update their knowledge and regularly review practise to ensure standards are maintained.

Documentation is well organised. There are written policies and procedures for staff to follow which are available for parents to see. However, the complaints policy does not include the contact details for Ofsted and there is no complaints log in place. All necessary medical and attendance records are maintained accurately and all children's information kept secure to ensure confidentiality.

Leadership and management are good. Staff have clear roles and responsibilities and deploy themselves effectively to support children at all times. Activity plans are drawn up clearly; focused activities display learning objectives and how they can be extended for more able children. These are evaluated to indicate if the activity has met its objectives, or if it needs adapting for future planning. Staff are committed to providing a good educational program and liaise closely with school staff, recognising that planning needs to take account of the differing learning needs of the older children that now may be attending the nursery class.

The provider meets the needs of the range of children for whom they provide.

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

At the last care inspection staff were asked to review their documentation This was to ensure parents received information regarding the policies and procedures followed, and that they gave written consent for staff to seek medical advice in the event of an emergency. Staff were also asked to ensure that any recordings made referring to any concerns they had regarding children, were shared with parents. Staff have made good progress on these recommendations. Copies of all written policies and procedures are available for parents to view and all necessary written permissions, and recordings, are obtained and shared with parents. This ensures that parents are given appropriate information and that children receive consistent care.

Following the last nursery education inspection staff were asked to ensure that plans included how activities could be extended, and were evaluated to ensure learning aims were met. They were asked to include more activities to ensure younger children were given the opportunity to link the sound and shape of letters, to see their name in print and to have more opportunities to express themselves freely in art activities. Staff have improved their activity plans to ensure all the recommendations have been met and that children receive a well balanced program of activities which effectively meet their learning needs.

### **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:

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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):

- ensure that the policy for safe arrival and departure of children is followed at all times
- establish and maintain complaints log and ensure parents are made aware of the contact details for Ofsted.

#### 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):

- continue to plan practical activities which will re-enforce children's learning and which will meet the learning needs of more able children.

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)