



Capel Pre-School and Out of School Club

Inspection report for early years provision

Unique Reference Number	EY340155
Inspection date	25 January 2007
Inspector	Jacqui Lloyd / Debbie Molly O'Callaghan
Setting Address	89b The Street, Capel, Dorking, Surrey, RH5 5JX
Telephone number	01306 712680
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Registered person	Capel Pre-School
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Capel pre-school and after school club was registered in 2006. It is situated in the rural village of Capel, Surrey, in the grounds of the local Infant school. The group serves the local community. It operates from Monday - Friday, term time only from 09:00 - 15:00, with an extended morning session for lunch. The after school club operates from 15:00 - 18:00. Food is provided by parents. The pre-school has sole use of a large room, office, kitchen, toilet facilities and an enclosed outside play area. The pre-school is registered for 26 children aged two to five years. The after school club is registered for 26 children aged four to eight years. There are currently 30 children on roll, of whom 23 are in receipt of funding for Nursery Education. Staff hold a current first aid certificate and continue to enhance their childcare knowledge through early years training workshops. Capel Pre-school has accredited quality assurance through the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Staff have an exceptionally high regard for health and hygiene and successfully promote this in all areas of their practice. All areas of the pre-school building are scrupulously clean. Children develop a thorough understanding of clear and effective hygiene routines. For example, children know why they must wash their hands after using the toilet and before eating and do this with very little support or reminders from staff.

Staff provide resources and items to help children understand about good health and hygiene. For example, boxes of tissues are available. Children are able to wipe their noses and know that they need to place them in the bin to prevent the spread of germs.

Staff maintain detailed and accurate records relating to accidents and medication. A record of existing injuries is also in place and well utilised. These procedures help to ensure all staff and parents are kept fully informed about the health and welfare needs of the individual children.

Staff clean tables and work surfaces thoroughly before any food preparation takes place. This helps to minimise the spread of infection.

The children are developing an excellent awareness of the need for a healthy lifestyle to keep themselves fit and well. They understand that fresh air and exercise is good for them as they discuss this when they go outside to play. They have regular opportunities for physical play and use equipment such as ride-on toys, hoops and balls to develop their balance, muscles and co-ordination.

Children clearly understand the need to eat nourishing and well balanced meals and snacks. They enjoy fresh fruit and vegetables at snack time and engage in conversations with staff about the merits of eating carrots, apples and raisins. Children have access to fresh drinking water and independently respond to their own needs by recognising when they are thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an exceptionally welcoming and stimulating environment. The purpose-built premises are extremely bright and well maintained. The premises offer children plenty of well-organised space in which to play, learn and explore. The environment is totally child-centred and very careful consideration has been given to the children's needs. As a result, children are encouraged to and able to be very independent. They confidently take themselves to the toilet area, which is equipped with child sized toilets, and low level basins and paper towel dispensers.

Children have access to a plentiful range of high quality play materials and resources. These are very well organised and stored in low level, easily accessible storage units and shelving. Subsequently children know what is available to them and frequently seek out a favourite game or independently select toys that will enhance their play.

Children's safety and welfare are given the highest priority by all staff. Comprehensive policies relating to safety are consistently understood and implemented by all staff. This helps to ensure safe and effective management of children's needs.

Children's welfare is paramount, staff have a clear understanding of child protection policies and procedures and give a high priority to children's well-being. All staff attend relevant training to heighten their awareness and understanding of issues relating to child protection.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children arrive excitedly at the pre-school and enter the premises with a great sense of enthusiasm and anticipation. They flourish within the setting and benefit greatly from an exceptionally happy and cosy atmosphere in the pre-school.

On arrival they settle quickly and take great delight in talking to their friends and staff about their forthcoming day or any special events that have occurred. Children have secure relationships with one another and show huge respect for their peers. They play well together, share toys well and even help each, when needed.

Children approach staff confidently and clearly enjoy exceptionally close and positive relationships. This helps them to feel happy and secure at pre-school, which consequently allows them to make excellent progress in all areas of development. All children are busy, motivated and engaged in purposeful play and learning.

Children have very easy access to an excellent range of stimulating and top quality resources which help them to enjoy huge amounts of child-initiated play and develop their own ideas.

Nursery Education

The quality of teaching and learning is outstanding.

The children are making very rapid progress towards the Early Learning Goals. This is as a direct result of the carefully planned curriculum and skilful use, by staff, of spontaneous learning opportunities. Staff listen to the children and intuitively know when to guide and direct children's play and when to allow children to explore their own thoughts and ideas. Children are highly motivated to learn and show excellent levels of concentration and determination.

Staff have a comprehensive knowledge of the Foundation Stage curriculum and carefully plan an exciting and innovative range of activities that cover all six areas of learning. Detailed activity plans outline the learning intentions for the children and clearly show how activities are adapted to cater for the needs of more/less able children.

Each child has an individual scrap book, which contains observations, assessments and photographic evidence of the children's progress and achievements within the pre-school.

Staff make full use of learning opportunities as they arise and adapt activities according to the children's needs and interests. On the day of the inspection, staff quickly provide a creative

activity involving cutting out and decorating snowflakes to reflect and extend the children's interest in the weather.

Children are extremely confident and independent. They show pride in their work and enjoy seeing it displayed attractively around the premises. Children are able to dress appropriately ready for outdoor play and many can put their coats on and manage to change their shoes with very little help.

Children develop very strong friendships and show kindness and respect for one another. This contributes towards the harmonious and effective learning environment.

Children communicate very effectively and have well-developed speaking and listening skills. They sit well during group activities and all contribute fully to group discussion.

Children show a genuine interest in books and often approach the cosy, well resourced book corner independently to choose a book to sit and look at. They understand that print carries meaning and take delight in practising their writing skills in many different ways. Well presented mark making resources are always available to the children, who often use these during role play activities. Children love to bring in items from home for the 'letter of the week' and enjoy discussing initials sounds and recognising letter shapes.

Children spontaneously use mathematical language during their play and refer to shape, colour and size when describing the objects they are using. Children count very confidently and when encouraged by staff, develop their understanding of calculation. For example, staff encourage children to develop an understanding of concepts such as more than, less than and simple addition and subtraction during practical activities.

Children have well developed Information Technology skills and use the computer competently. They follow instructions carefully, understand the object of the programme and manipulate the mouse skilfully. Children enjoy well planned activities that enable them to learn about and understand change, festivals, the role of others and science. Recent topics include; growing, people who help us, mini-beasts, opposites and outings to a local farm. Children are very interested in their local community. They have all been excited and fascinated by the construction of their new pre-school and followed the progress of the building work closely.

Children have extensive opportunities to improve their physical development, both gross and fine motor skills. They take part in music and movement sessions, use large play equipment and ride-on toys in the outdoor play area. Children use scissors safely and competently, show good spatial awareness and negotiate obstacles easily.

Children explore imaginative play and love to engage in role play with their friends. They are very creative and enjoy expressing themselves freely using a variety of media. Children have many opportunities to enjoy cooking activities and are also involved in making play dough. Children are interested in ingredients and notice how different the play dough feels with lentils in the mixture.

Helping children make a positive contribution

The provision is good.

Staff build extremely strong relationships with the children and understand fully their individual needs and preferences. Each child is given high levels of support and attention, which contributes towards their personal development and enables them to all reach their potential.

There is an exceptionally homely and welcoming atmosphere in the pre-school. This helps children to feel very secure and develop a very positive attitude towards learning.

Staff are extremely attentive towards all children and ensure that any children with learning difficulties and/or disabilities are monitored closely and offered additional help where needed. Staff work very closely with parents and other professionals to ensure the provision meets all of their developmental needs. Staff are committed to promoting and creating an inclusive environment for all and succeed fully in this.

Staff are very consistent in their approach to behaviour management and have high expectations of all children. As a result, children's behaviour is exemplary. They are polite and courteous to one another and understand what is expected of them. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is outstanding. Staff establish very strong relationships with parents and involve them fully in their children's care and education. Staff use many opportunities to inform parents about the education programme and their children's progress. For example, regular newsletters, informative notice-boards and parent's evening all provide opportunities for parents to become fully informed about themes, forthcoming events and their children's achievements.

Organisation

The organisation is outstanding.

A very strong team of experienced and well-qualified staff work effectively with the children. They have worked together for many years and are highly motivated and extremely enthusiastic about their roles. They have a professional and dedicated approach to their jobs and demonstrate true commitment to the ongoing improvement of the group. Staff are keen to develop their skills further and continue to strive to improve their practice and provide very high quality care. They are achieving this through self-evaluation and the completion of further training.

Staff have a comprehensive understanding of the National Standards and promote the outcomes for children exceedingly well. As a result children's good health is promoted extremely well, safety is given very high priority and children are thoroughly enjoying their time at the pre-school.

The pre-school environment is very well organised with superbly defined play areas containing an outstanding range of very good quality resources, which are readily accessible to the children. Within this, staff are deployed in a highly effective way, enabling them to focus completely on the children and afford high levels of individual attention to the children. Consequently, the

children are purposefully engaged in their play, happy and settled and thriving at the pre-school. Staff are respectful towards the children and act as excellent role models.

Leadership and management is outstanding. Staff are guided by a highly experienced, dynamic manager who inspires them, encourages them and values their contributions. Staff participate in regular training. This enables them to ensure that their day-to-day practice is up-to-date and well informed. Staff are guided extremely well by effective written procedures. Records are meticulous and are monitored and stored with absolute efficiency.

The setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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