

# Hanham Toddlers Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	136001
<b>Inspection date</b>	30 April 2007
<b>Inspector</b>	Yvonne Campbell
<b>Setting Address</b>	Methodist Church, Chapel Road, Hanham, Bristol, BS15 8SD
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<b>Registered person</b>	Hanham Toddlers Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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?

Hanham Toddlers Pre-School was established in 1960. It is a registered charity managed by a committee elected from parents of children who attend the group. It operates from several rooms at Hanham Methodist Church, close to the High Street in the centre of the community. A maximum of 70 children may attend the group at any one time. Children attend from the age of two and a half to under five years old. The Pre-School opens Monday to Friday, term times only. Opening times are from 09.00 to 15.00 except Wednesday and Friday when opening times are from 09.00 to 11.30. Children share access to an enclosed outdoor play area.

There are currently 135 children on roll of these, 103 receive funding for early education. The Pre-School serves the local and surrounding areas. The setting supports a number of children with learning disabilities and also supports children with English as an additional language.

The preschool employs 24 staff, of these eight staff, including the manager, have a Level 3 qualification. The manager also has a degree in Social Science. Three members of staff are working towards a Level 3 qualification. Three members of staff have a Level 2 qualification

and a further four are working towards the same qualification. The Pre-School receives support from a teacher advisor from the local authority.

The setting has achieved the standards for South Gloucestershire's quality assurance scheme "One and All Children".

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children gain excellent understanding of the importance of personal hygiene through well organised daily routines. Staff escort them to and from the toilet ensuring that they wash their hands correctly, using a pump-action antibacterial solution and warm water. Clean paper towels are provided and are accessible to children who know that they must dry their hands thoroughly after washing to remove the water. Children are fully aware of the existence of germs and that they are harmful. They develop the concept of how germs can remain on their hands even after washing. Staff are pro-active and periodically organise learning activities where children use a special hand washing kit that shows them how well they have washed their hands and if any dirt particles remain.

Children are at low risk from cross infection and contamination as they are cared for in an extremely clean environment where hygiene is given high priority. The building is scrupulously cleaned by staff and they ensure that areas such as the toilets are thoroughly disinfected and the floors are mopped before children arrive. Care is taken to ensure that surfaces do not become a habitat for germs which harm children and activity tables are wiped down with a cleaning solution before and after use. Children observe very good hygiene practice from the staff which reinforces their understanding that hands should be clean when handling food. A germ killing hand-rub is used for disinfecting their hands before they touch the fruit at snack time.

Children who need occasional and emergency medication are looked after extremely well. Staff make exhaustive efforts to ensure that there are effective systems in place to administer prescribed medication safely and quickly, to relieve children's symptoms. They have excellent procedures to summon medical help if necessary. Information about children's medical needs is meticulously documented in their 'Individual Healthcare Plans' and staff are able to take prompt action if an emergency situation occurs. The preschool works closely with the community health professionals who share relevant information and also provide training for staff in carrying out special medical procedures on children. This includes administering life-saving medication through the Epi-pen injection.

The spread of infectious illness amongst children in the preschool is greatly reduced as systems are in place to exclude children who are ill and to promptly notify other parents when children are away because of infectious diseases. The preschool has a comprehensive sickness policy which is accessible to parents on the notice board. A shorter statement on illness is also available in the preschool's prospectus. In addition, notices are displayed in a prominent place to alert parents to possible symptoms and the need to keep their children at home so that infection is not spread to others.

Children are developing a taste for freshly prepared natural foods as staff are instrumental in preparing healthy and appealing snacks. A snack bar is open for a reasonable period during the

morning. Children choose to go to the snack bar when they are hungry. They show signs of interest and involvement as a member of staff prepares a selection of colourful fruit and engages the children in conversation about likes and dislikes as they watch. Pineapples, apples and strawberries are then cut into small manageable pieces and presented in an attractive way in colourful bowls. Children also eat healthy food at lunch time. Their parents are provided with leaflets on how to prepare nutritious packed lunches for children, and how to ensure that the food is kept as fresh as possible in warm weather by inserting small ice blocks in the lunch boxes. Children do not become thirsty during the session and their bodies are kept well hydrated. They have access to fresh drinking water which is accessible in a jug at child height in each room. Clean beakers are available and children learn to independently assess the needs of their bodies, and they help themselves to drinks.

Children enjoy a varied range of activities that contribute to their healthy physical development and enable them to explore and test their bodies. Staff organise the moderate sized outdoor paved area extremely well to provide a stimulating enclosed area for core activities, such as sand and water play. Children are developing their gross motor skills and steady hand to eye coordination as they use the equipment to fill and empty containers. Children also make large movements with their arms as they practice their emerging writing skills by using chalk to draw on the surface. Children love being outdoors and they chatter happily and are energised by being out in the fresh air. Some planned small group learning activities take place outdoors.

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

The provision is good.

Children benefit from playing in a spacious well-organised environment. This allows them to move around and play safely. On arrival they are welcomed by a member of staff who monitors the outer doors in order to exclude any person who does not have legitimate business with the group. Children have a sense of belonging as they have their own coat pegs with labels they have made themselves. The three large base rooms are well prepared and children leave their parents happily as they are immediately drawn to the play materials set out by staff. Parents feel free to browse over the information displayed on the large notice board in the entrance hall or to exchange information with staff before leaving.

Staff have created a rich learning environment for children to enjoy and explore. They play with a wide variety of toys and equipment. These include clothes for imaginary play, dolls, buggies, cots, household items such as brushes, vacuum cleaners and pots and pans. There are also resources for art and craft, transport and construction activities. Play materials are of good quality and include natural materials, such as fabric, wood and metal. Toys are safe, fit for the purpose and are not hazardous to children. Staff make regular checks before and after use to ensure there are no broken items and that remain safe to be used during robust play.

Children are kept safe indoors and in the outdoor play areas as staff have a good understanding of potential hazards and take action to keep children safe at all times. For example, the building is kept secure during sessions and the outside play areas are fully enclosed. Children can clearly identify the staff in their colourful working tabards. They also have name badges. Visitors to the premises sign the visitors' book and they are closely supervised at all times so they do not have unsupervised contact with children. Staff have other procedures which keep children safe including making daily checks to the base rooms to ensure that there are no hazards left by other users of the rooms. A comprehensive risk assessment is been carried out on the premises and the areas used are safe for providing care.

Children are aware of the procedure for leaving the building quickly in an emergency as they experience a fire drill at least once a term. These are recorded and evaluated by staff. Prompt assistance is available to children who are outdoors. A walkie-talkie system is in place which enables staff deployed outside to have immediate communication with others inside, in case children need urgent help. Staff are also vigilant about children's safety when they leave the preschool and walk through the car park in the care of their parents and carers. Hazard signs, warning drivers that there are children using the area, are positioned at the entrance of the premises. The manager has sent letters to parents who use the car park reminding them of the risk to children. However, this is not fully effective as some car drivers still drive close to the preschool's entrance and this is a risk to children as they are not sufficiently mindful of the danger this poses.

Children's well being is safeguarded and promoted as staff have a good understanding of the signs and symptoms of abuse and they know the action to take if abuse is suspected. The child protection policy is clearly set out and a copy is accessible to parents on the notice board. Staff have regular child protection training and they remain up to date on the issues and can take the appropriate action to protect children when necessary. The child protection guidance booklet is kept accessible for reference.

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

The provision is good.

Children relish their time at the preschool. They are happy, settled and are making good progress as staff plan interesting activities which satisfy their desire to play, whilst promoting their general development and learning. A wide range of resources are available to stimulate and support free play and children choose the area of the rooms they want to play in. They concentrate and become engrossed in their chosen activities before choosing to move on and get involved in another area of play. Younger children are kept purposefully occupied as staff have a good working knowledge of the Birth to three matters framework. They plan suitable activities for children and make assessments within the components of the framework.

The quality of teaching and learning is good. Children form happy social groups and they enjoy talking and sharing, especially during imaginary play in the social corner. They are learning to share play resources and they help each other with chosen learning tasks. For example, during an activity at the computer table a small group of children discuss what they are going to do. One child operates the mouse while the others are happy to sit, watch and wait their turn. Staff provide ongoing opportunities for children to talk and develop their language. This is done during free play, large group and small group learning activities.

Children are very keen to write and they are involved in a varied range of mark making activities. They go to the writing table without prompting and have learnt how to hold pencils and crayons correctly to make various shapes. Some children write their names clearly in recognisable letters and add this to drawings they have completed. Children also have mark making opportunities outdoors where staff provide chalk for them to use and they make spontaneous markings on the paved surface. Children have active imaginations. They enjoy listening to stories in large group and are attentive, asking appropriate questions to clarify their understanding or to share an observation. Comfortable book corners are set out in each room and books are displayed so that children can see what is available. However, children rarely use these areas independently.

Children count very well at registration times. They recite the names of the numbers and repeat them in the correct order and know that the last number is the total number of children present.

Staff provide opportunities for children to solve simple number problems such as, counting the number of boys present in a line and then the number of girls. A member of staff asks the children whether there is more, less, or the same in the two groups. Children also practice random number recognition in the outdoor play area. Number cards are attached to a board and children move the numbers around, so they are in numerical order. They recognise when a number is missing from the sequence. Children have opportunities to handle and build structures using cube shaped pieces to create larger structures. They have a clear understanding about the difference between shapes such as squares and rectangles.

Children try out their emerging ideas about different materials and their properties. For example, they explore what the soft sand can do as they pack it into containers or allow it to filter through play equipment to create movement on a small wheel. Children are learning about animals and their habitats. During adult initiated activities, they share what they already know and learn how to look after family pets such as rabbits. Children's learning is further consolidated by staff through relevant practical activities, when they are introduced to the uses of material such as straw, which they place in their 'rabbit hutches'.

Children are competent using various types of information technology equipment including computers. They operate them independently, practising mouse control as they follow verbal instructions in order to complete age-appropriate learning programmes. They operate a printer to access the drawings they create in the art programme. Children express their creative skills during painting when they create pictures using thick colourful paints. A selection of interesting and unusual musical items made out of wood are accessible so children can explore the different kinds of sounds the instruments make when they shake, rattle or scrape them.

Staff are knowledgeable about teaching methods and have a thorough awareness of children's learning needs and their stages of development. Through good planning, they provide enjoyable and challenging activities to ensure that children's intellectual needs are met and that they make progress. For example, they realise the importance of adult support during free play and ensure that children have access to a number of staff who interact with them and give help when needed. Staff make ongoing observations of children during play and progress and areas for development are noted. These are recorded and are later incorporated into children's individual records for further analysis. Learning plans and activities for nursery education are coordinated throughout the three base rooms in the preschool and all children experiences similar activities with common topics and learning themes during each term. Staff have a thorough understanding of the stepping stones towards the early learning goals and children's assessment records are regularly updated by key workers. Information is shared with parents.

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

The provision is outstanding.

Staff make extensive efforts to ensure that they are aware of children's individual needs and that these are met as a matter of course during daily routines. Parents of new children complete an 'All About Me' form which is kept in a prominent place on each child's file. Together with staff observations and photographs taken during play, this gives an excellent overview of the character and strengths of each child. Other information on file includes a separate attendance record so that parents have a clear understanding of how many sessions their children have attended and whether this has an impact on their progress.

All children are treated as special and self esteem is nurtured to a high level. Children who are assessed as being in need of additional input, are given a programme of comprehensive care

to meet their needs and promote development. For example, children who have problems communicating through language have access to designated adults who are extremely vigilant about their wellbeing. They use effective resources such as the Picture Exchange Communication System, which allows them to communicate by pointing to what they need and avoid becoming frustrated. Some children have their own visual timetable so that they do not become confused by the passing of time and they are always aware of what happens next during the session. Children's needs are well documented as excellent individual records are developed for those who require an 'Individual Education Plan'. There is evidence of initial assessments and there are clear aims regarding progress. Multi-disciplinary support is sought for children as appropriate and reviews of care are organised within specified time frames. Parents are fully involved in this procedure.

Children's spiritual, moral, social and cultural development is fostered. They have many opportunities to learn about different cultures as staff organise large group project activities such as ones based on a Sikh celebration. Parents are informed and they get involved to support their children's learning by making figures with ethnic costume.

Children behave extremely well as they are purposefully occupied and do not get restless and bored. This is maintained by excellent organisation of the session by staff who ensure that children have the information they need about what toys and equipment they can play with. Children are also reminded of the routine by a visual timetable which they can check for themselves. Children are fully aware of what is positive and helpful behaviour. Staff discuss general safety rules with them at the start of the session. For example, they are reminded to pick up toys that fall on the floor. They also know the signal for being quiet and they listen to the adults so voices are not raised at clearing up time. Children are learning to be actively involved and helpful members of the community. They contribute to the needs of others in a positive way. For example, at harvest time, staff organise for the children to go on supervised visits to nearby elderly persons' homes. They take presents of fruit and harvest vegetables which they bring from home. Children also enjoy having their neighbours visit the preschool for special demonstrations and celebrations such as the Christmas play.

Staff work in genuine collaboration with parents to ensure children needs are identified and met. As well as staff giving regular feedback about care, information is shared through the preschool's newsletter which is published at least once a term and includes the forthcoming learning plans and topics. Parents speak extremely highly about the provision and its dynamic impact on their children's development. For example, several parents state that staff had been instrumental in identifying their children's speech delay and hearing problems and have promptly referred the children to care professionals. Those children are now making recognised progress. Parents know their children's key workers and they say that all the staff are very approachable and willing to answer any question they have.

Partnership with parents and carers is outstanding. Children benefit greatly from a relaxed but professional relationship between parents and staff as they work together to promote children's learning. All parents are fully informed of the aims of the nursery education as the areas of learning are set out clearly and concisely in the preschool's prospectus. Parents are able to assist their children with learning themes during discussions at home as topics are shared with parents through term time newsletters, individual letters and written information displayed on the notice board. Special parents' days are arranged when they come in and discuss their children's nursery education in detail with the manager or the child's key worker. Staff also work with parents to organise 'transformation meetings' with reception class teachers in nearby infant schools, in order to facilitate smooth transfers to school for children.

## **Organisation**

The organisation is good.

Children do very well at this popular preschool which has a lengthy waiting list of children whose parents want to secure a place for them in the group. Staff are well qualified and the manager has a degree level qualification. All staff have clear criminal records checks and are suitable to be in close proximity to children.

Children have good support and extension of learning during activities as the adult to child ratio is maintained at a higher than required level, at least one adult to six children. This is especially effective during large group activities when the lead person has the support of other staff who sit amongst the children, add their contribution and model good behaviour for the children to see. The record of attendance is clearly written and children also have individual attendance record in their files.

Staff have a rigorous approach to developing thorough working records and they use these effectively to promote and support high quality practices that meet the needs of children. For example, the written assessments are used when planning the next steps for individual development. Records and policies which are easy to access for reference when required, as they are systematically filed in folders. Basic statements based on the main policies are provided for parents in the prospectus and also in the parents' pack. In addition, parents can view some key policies such as, complaints and child protection as they are displayed on the notice board.

The preschool benefits from having the support of an efficient administration worker who supports the manager well and gives attention to many administrative tasks. As a result, staff have maximum direct contact time with children. She also attends to important details such as ensuring that the practice for putting children's records onto the computer complies with National Data Protection requirements. The parent-led committee keeps in close contact with the day to day running of the preschool, through the chair person and other committee members who have children who attend the preschool. The chair offers the manager support by helping to plan and organise social events and trips for children. However, some parents who drive are not sufficiently mindful of the safety issues for children in the car park.

Leadership and Management are good. The preschool is managed by a manager who is committed to improving the quality of care which is offered to children and she is, along with staff, working to improve on their previous best. She has a clear vision for future progress of the preschool and she is also aware of the group's strengths, such as the provision for children who have special needs, and some limitations caused by not having purpose built premises. The manager is aware of future changes at national level and she is working towards achieving the Early Years Professional Status qualification. She works closely with all staff and ensures that they have ongoing opportunities to go on courses to meet the needs of the setting and to promote their professional development. All staff have annual appraisals carried out by the manager. In addition the manager regularly reviews key workers' files and she keeps up to date with the aims and plans for all the children. However, the arrangements for helping children to use books independently is not fully effective at this time. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection, the setting agreed to recommendations to develop staff's knowledge and understanding of child protection procedures and to develop the key workers' system to



ensure that it is effective. They also agreed to other recommendations to ensure that, all staff have appropriate early years qualifications and to ensure children have a variety of healthy snacks that regularly included fruit.

Children's wellbeing is now safeguarded and promoted as the preschool have developed a thorough child protection procedure which is known to all staff. They have a clear understanding of the action to be taken if abuse is suspected. Children now have regular interaction with named members of staff who are responsible for observing and monitoring their progress. The key worker system is now in place and staff engage parents and share information with them through feedback and written records. Children are now cared for by an experienced and well qualified staff group, of whom, eight have achieved Level 3 qualifications. Several others have a Level 2 qualifications. Children are now provided with healthy and nutritious snacks. Staff offer them choices that include: fresh fruit salad and vegetable sticks.

At the last nursery education inspection, staff agreed on several key issues for improvement: to increase the opportunities for children to use their initiative during activities; to offer children opportunities to share experiences and to listen to others; to ensure assessments of progress are linked to the stepping stones and the planning of activities is consistent across all groups in the preschool.

Staff have now improved teaching and learning in Nursery Education so that children have periods of free play where they can explore different materials and try out their ideas. These include using adhesive material in craft activities and sand and water play. Children have opportunities to share experiences and to listen to others during large group activities. They also "bring and tell" when they share information about objects they bring from home. Staff have effective systems in place for assessing children's progress. They observe and record how far children are progressing along the stepping stones towards the Early Learning Goals. Plans for activities to support the learning theme are coordinated across all groups in the preschool. Staff add elements of differentiation depending on children's ages and abilities.

### **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 Standard.

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):

- further assess the risk to children in regard to the vehicles that use the car park, parking near the entrance of the preschool, and take additional action to ensure that any proposed safety measures are adhered to by drivers

### **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 enhance children's understanding and enjoyment of books and develop strategies to promote their spontaneous and independent use of books in the book corners.

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)