

Tringham Pre-School

Inspection report for early years provision

Unique Reference Number	120296
Inspection date	28 June 2007
Inspector	Michelle Julie Gutter
Setting Address	Tringham Hall, Benner Lane, West End, Woking, Surrey, GU24 9JP
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Registered person	Tringham 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?

Tringham Pre School opened in 1982. The pre-school operates from a large hall in the village of West End near Woking in Surrey. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each week day from 09:15 to 11:45 during school term times. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 48 children from two to five years on roll. This includes 40 funded children. Children come from the local and wider community. The pre-school supports children with learning difficulties, disabilities and those who speak English as an additional language.

The pre-school employs seven staff to work directly with the children. Four of the staff hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted due to staff holding relevant first aid training and their effective use of documentation to appropriately record accidents and any medication they administer. There are good standards of cleanliness throughout the pre-school. Children recognise the need to follow good personal hygiene routines, such as washing their hands before eating and changing into slippers or plimsolls on arrival. Children cover their nose and mouth when they sneeze and know that this avoids passing germs to others.

Children receive varied nutritional snacks and these include biscuits, fresh fruit and raw vegetables. They are split into appropriate age groups for snack time and choose from grapes, banana, pear and carrots sticks. Children benefit from this social opportunity and begin to form friendships as they talk to each other.

Children are learning about the benefits of physical exercise and fresh air. They demonstrate good spatial awareness when playing with the wheeled toys such as the pedal walkers indoors. They adjust speed, change direction and avoid collisions. They enjoy playing with large construction blocks in the open space at the end of the hall or using the bucket and spades in the outdoor sand tray. Children develop their strength and co-ordination as they negotiate the ladder on the slide.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The staff greet the children into the playgroup warmly. The setting is light, bright and clean. Displays of the children's art work decorates some areas.

Children move freely and safely around the internal environment because staff pay high attention to ensuring risks and hazards are minimised. Good security devices and procedures are in place to protect the children's well-being. The main front doors remain locked during session times and visitors or parents gain entry only through using the door bell. The external door in the kitchen area is secure with two handles and restricts children from leaving the premises unsupervised. The fire drill is practiced once every half-term, however, this does not ensure that all children experience the procedure to gain an awareness of fire safety issues.

Children move confidently around the pre-school, making their own choices about their play. Furniture and equipment are of good quality and meet the needs of the different age groups well. Space is well organised and used effectively to allow children opportunities to be active, engage in floor and table activities and to enjoy time to relax and share books in a comfortable environment. Children clearly understand how to play safely. They are cautious whilst using the climbing apparatus and recognise they must use the slide carefully, landing on the safety mats. Children are vigilant when climbing the ladders, aware that they must not accidentally knock another child standing behind them.

Children's safety and well being is well promoted as staff have a thorough understanding of child protection issues and are aware of the procedures to follow should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Staff working with the children have a good understanding of child development and use the Birth to three matters framework to guide their planning. Plans identify each child's individual learning needs. Staff provide an exciting, stimulating and caring environment. This encourages children to initiate much of their learning and helps them develop their independence from a young age. Children show an interest in their environment and have fun in well resourced activities. Children spend their time purposefully. For example, they paint, use their imagination as they play in the home corner and build with the construction bricks. Children separate happily from their parents and have close relationships with staff who know them well. Children feel secure and grow with self-esteem because of the continual interest and warmth shown to them by staff.

Nursery Education.

The quality of teaching and learning is good. Children benefit from a well-planned curriculum through the supervisor and deputy having a sound understanding of the Foundation Stage and early learning goals. They pass on their knowledge to the staff team who work hard together. Staff provide a well-balanced curriculum and fun opportunities for the children. Observation and assessment methods are good and planning is centred around the children's interests. Children's progress is closely monitored and their next steps for learning are clearly identifiable. The staff's effective practice of skilful questioning and teaching methods develops children's knowledge and understanding. For example, they use open ended questions skilfully to challenge children's thinking. Staff's opportunities to display and show that the children's work is valued is limited at the present time and this does not help children to feel good about their own work.

Children develop good relationships with each other and familiar adults. They show kindness and consideration to each other as they play together, sharing and taking turns. They are able to sit comfortably together on small chairs for snacks. This encourages social skills and independence. Children have good opportunities to experience physical play both indoors and outside. They are confident and articulate speakers who readily engage in conversation with others. They enjoy listening to stories and some are able to write their names with clear legible letters. Their interest in early reading is supported by some labelling around the pre-school. They have opportunities to explore mark-making as they use resources available at the adult lead activities. However, there are missed opportunities during daily activities to encourage children to write for a purpose.

Children have good opportunities to learn about simple mathematical problems through the many practical activities available. Children have opportunities to build and construct with a range of objects and materials. They are confident in the use of numbers and are able to count to twenty and beyond as they build towers and interlock the shapes. They learn to count when participating in singing number rhymes and use language such as "more" or "less" to compare two numbers.

Children explore and learn about the local environment. Children are learning about their own beliefs and those of others as they participate in food tasting and activities for different festivals such as Chinese New Year. Through these planned activities the children are becoming aware of culture, religious events and customs of people around the world. Children enjoy daily access to every day technology such as computers and this promotes their interest in information and communication.

Children develop their fine muscle movement as they cut with scissors, manipulate play dough with their hands and use the range of tools available to them. They enjoy joining in games where they use their imagination and actively dress up in role play outfits for example, the black and white spotted dog suit, to recreate roles and experiences. The children take part in many art and craft activities. The materials are laid out to encourage them to make independent choices and explore free creativity. Children enjoy listening to music tapes and participating in music sessions.

Helping children make a positive contribution

The provision is good.

Children benefit from a very caring and child friendly environment and their individual needs are well met. Their confidence develops as they have opportunities to make choices with support from respectful staff. The pre-school supports children with learning difficulties and staff work closely with the parents and any outside agencies who are involved in their care.

Children's behaviour is good, they play well together, sharing and taking turns. The staff provide clear and consistent boundaries for the children. They receive plenty of positive praise and celebrate their achievements which helps build up self-esteem. Children feel proud when they are given a sticker to wear and this reinforces their positive behaviour. Children learn about themselves and the wider world through acknowledging festivals and when using the range of resources that reflect positive images of diversity. Those children who speak English as additional language are well supported from staff who seek out and learn key words spoken by the family. This encourages and aids communication between the children and staff. The children's spiritual, moral, social and cultural development is fostered.

Partnership with parent and carers is good. Children benefit from the good relationships staff have with their parents, which contributes to their well-being. Effective links between home and pre-school ensure that relevant information is shared. Staff ensure they have a full picture of the children's needs when they first start. Parents complete a development checklist form on admission and this helps to initiate a positive relationship between the family and pre-school. Parents receive information about the pre-school practice by a prospectus, newsletters, verbal exchanges and information displayed. There are good systems in place to ensure parents are kept well informed about their children's day and their developmental progress. Their comments indicate that they are very happy with the service provided. A complaints procedure is in place and the details are in line with the addendum to the National Standards in October 2005. Parents have been informed of the changes concerning the complaints procedure. Parents receive information about the curriculum and discussions take place between staff and parents on the Foundation Stage. Children's progress and achievements are regularly shared.

Organisation

The organisation is good.

There are good systems in place to ensure that all staff complete appropriate vetting checks to ensure their suitability to work with children. Students and helpers are closely supervised and recognise they are not allowed unsupervised access to children. Written policies reflect the group's commitment to on-going training to ensure that all staff regularly update their knowledge and skills.

Staff work well together as a team. They show a commitment to training and they effectively use a balance of skills and knowledge in their practice as a whole. A robust staff induction

programme ensures that they all have a good understanding of health and safety and child protection. Appropriate adult-to-child ratios are consistently adhered to and extra staff are available to cover staff absence. This ensures continual compliance with the National Standards.

All regulatory documentation is in place. The attendance record is maintained appropriately and includes children's attendance times. It also reflects which staff and visitors are present, ensuring an accurate record is in place showing all people on the premises. Policy documents are readily available. All documentation clearly relates to the National Standards and the outcomes for children. This is evident in their good organisation of records.

The leadership and management are good. The supervisor is a strong leader, who is approachable and supportive to staff. She has a clear understanding of the foundation stage curriculum and plays an active part in planning. All staff contribute their ideas and individual skills, helping staff to feel valued members of the team. Staff training is given high priority and all staff are encouraged to identify courses and areas of development they wish to focus on, promoting a proactive approach to on-going training.

The supervisor works closely with the management committee ensuring effective delivery of the foundation stage curriculum. She carries out continuous self-evaluation and is vigilant in identifying areas for development. The effective use of action plans and strong team working help to make continuous improvements and enhance the delivery of the curriculum.

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

Improvements since the last inspection

There were two recommendations raised at the last Children Act inspection and these related to the register and hand washing facilities. These issues have been addressed. The register reflects the actual times of the children and staff's arrival and departure times. A separate diary records the attendance of all visitors to the setting. Children access the bathroom freely to wash their hands. The clean running water is adjusted to an appropriate temperature and this means that the spread of infection is prevented.

There was one key issue identified at the setting's last education inspection and this related to children's opportunities to finish off and complete an activity. This issue has been addressed. Staff gradually begin to tidy the toys and activities that the children are not playing with. This indicates to the children around the hall that it is time to finish off what they are playing with. As they finish their activity they become actively involved in helping to tidy up the toys together with the staff.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted which required the provider, or Ofsted, to take any action in which 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

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all children take part in the fire drill

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):

- provide display areas to enable children the opportunities to have constant access to the written word, numerals, information posters and their own artwork.
- provide further opportunities for mark making in a variety of ways

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