

Burford Pre-School

Inspection report for early years provision

Unique Reference Number	134452
Inspection date	29 June 2007
Inspector	Miriam Sheila Brown

Setting Address	Burford Pre School, Tanners Lane, Burford, Oxfordshire, OX18 4NA
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Telephone number	01993 824031
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Registered person	Burford Pre-School
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Type of inspection	Integrated
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Type of care	Sessional care
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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?

Burford Pre-School has been established for over 30 years and has been in the current premises since 1993. It is a voluntary group managed by a committee of parents and carers. The pre-school operates from two play rooms in a single storey premises located next to a recreation ground in the village of Burford. There is a fully enclosed outside play area. The pre-school serves the village and the surrounding rural communities.

The pre-school opens on weekday mornings, during term time, from 09.00 to 12.00. The group is registered to care for a maximum of 30 children at any one time and there are currently 25 children on roll. Of these, 21 children receive nursery education funding. Staff support a small number of children with special educational needs. Three members of staff work with the children, all of whom are appropriately qualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's growing awareness of how to keep themselves healthy is effectively supported through group routines such as snack times, when they choose each day from a variety of fresh fruit or vegetables provided by parents. This is reinforced by regular cooking activities and group discussions. Fresh drinking water is freely available during each session, in individually labelled bottles, and at snack times children choose their drinks which they are encouraged to pour themselves. Individual dietary needs are recorded and staff have attended food hygiene training, helping to ensure that foods are stored and presented safely.

Simple good health and hygiene procedures help children to develop their knowledge of how to keep themselves clean and healthy. For example, they are reminded to wash their hands after using the toilet and before they eat or cook. Staff provide individual, colour-coded towels to enable easy identification by all children and ensure tables are wiped with anti-bacterial liquid prior to eating. Accident and medication records are well maintained and shared with parents. All staff receive first aid training helping to ensure that children are cared for appropriately if they have an accident or become unwell.

Children benefit from daily opportunities for more physical play either in the large hall or outside. They move confidently and with good coordination using a range of equipment such as balls, hoops, wheeled toys and a parachute. Indoors they freely access a range of tools and resources which help to develop their small muscle control. These include scissors, pens, pencils, brushes and sand and water toys.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for within an environment where safety is given high priority. Risk of accidental injury is minimised because staff supervise children effectively and carry out regular checks on the premises, toys and equipment. Detailed and regular risk assessments are completed for all aspects of care, including outings and outside play areas. An independent company is used to assist the group in ensuring these are comprehensive and used effectively to maintain standards. Regular evacuation drills are practised helping to ensure that in an emergency situation children will be safe because they are familiar with the routines.

Children enjoy a wide variety of areas in which to play safely. These are organised around the six areas of learning and are prepared prior to children's arrival. For example, there is a number area, craft and construction areas, role-play, drawing, and a quiet area to enjoy books and group times. Children independently access a varied range of age-appropriate and well-maintained resources to develop and enhance their play. Outdoor play areas are fully enclosed and have an impact absorbent surface.

Children's welfare is further safeguarded and promoted through comprehensive staff knowledge and understanding of child protection issues and procedures. These are clearly documented in detailed policies that are available to staff and parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages are happy and settled in the pre-school. They are greeted warmly by staff and confidently join in with familiar routines such as group times and free play sessions. Throughout each morning children benefit from choosing their activities from a variety of themed play areas that offer a range of exciting and stimulating activities to help them progress. Children relate very positively to each other and staff. They play well together and are forming friendships, for example, organising their play in the role-play area using dressing up clothes, they discuss who will be which character. All children spend their time engaged in activity. They explore using their senses through activities, such as listening and dancing to music, playing instruments, painting and craft activities, cooking, outdoor play and construction.

Nursery education

Children are progressing well and the quality of teaching and learning is good. Staff are well qualified and knowledgeable about the Foundation Stage curriculum enabling them to provide an environment which is conducive to children's learning. Activities are soundly based around the six areas of learning and observations and assessments are linked to the stepping stones, assisting staff in planning for each child's needs. Children are generally well behaved although some whole group activities do not consistently engage all of them. Staff knowledge and understanding of special needs helps them to very effectively support the children with additional needs who attend the setting.

Children are interested, motivated and confident when choosing their activities following discussion at registration time. They independently manage their personal care and learn the importance of keeping clean and healthy as they bath the dolls, discussing why they have to bath, for example, 'because mummy says so' and 'because she has just been in the garden'. Children use language effectively to organise their play and are starting to link sounds to letters. They enjoy reading their names on pegs, drink bottles and towel pegs and use books both for stories and reference. The use of number and simple mathematical work features strongly in everyday activities. Children count, calculate, compare and measure with growing confidence as they play with jigsaws, find out how many children are present, and how tall their beans have grown.

Children investigate the world around them whilst they play with craft resources and watch what happens to celery that has been placed in dye. They use the computers competently to reinforce themed work using appropriate programmes, and demonstrate good muscle control using the 'mouse'. Children very much enjoy a variety of creative work, such as painting, constructing with recycled materials and sand and water play, and creating specific items, such as cards for special occasions. They have regular music sessions and sometimes take instruments outside to see if they sound different in the open air. Planned themed work, for example, about senses, helps children to express their thoughts and feelings and to try new and less familiar things in a safe and supportive environment.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and staff demonstrate an excellent understanding of their individual needs. Parents and children are greeted warmly by staff each morning, assisting positively with settling and separation routines. For children just starting at the setting parents

are encouraged to stay and play with them for the first few sessions. Through activities, such as craft work, books and music, children are learning about their community and the wider world. They celebrate a variety of festivals during the year helping to increase their awareness of different cultures and lifestyles. Children's spiritual, moral, social and cultural development is fostered.

Children with special needs are expertly assisted by their key workers and the special educational needs coordinator. Staff regularly make detailed observations to enable them to plan for children's particular needs, visit other settings to aid later integration, and attend meetings to liaise with other health professionals.

The partnership with parents and carers is good. Parents have clear information about the setting and their children's progress through individual diaries and written reports. Discussion with them demonstrates a good understanding of the six areas of learning, although few understand how the stepping stones are used to help their children progress. The key worker system provides parents with a specific point of contact with staff and assists in developing parents' interest and understanding of how their children learn. This is further enhanced by rota mornings when parents are invited to come and 'play' with the children. Staff are available each day to discuss, informally, children's activities and progress. Staff are welcoming and friendly and children keen to come to the setting each day. This positive partnership with parents contributes significantly to children's well being.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Recruitment and vetting procedures ensure children are well protected and cared for because staff are appropriately trained and supported in their work. Minimum ratios are met during each session and support in the form of emergency cover is in place.

All aspects of documentation are on site and available for inspection. Policy and procedure files are displayed in the entrance hall, providing both staff and parents with clear information about all aspects of group organisation. Children's details are stored appropriately to maintain confidentiality and regularly updated with parents.

Leadership and management of the pre-school is good. The staff team are well supported by the committee and parents. Regular meetings, appraisals, induction and training offer staff a firm structure to develop their practice and expertise. The setting has engaged the services of an outside company to assist them in producing and maintaining effective risk assessments. The local authority Foundation Stage consultant and reception teacher from the local school provide support for the pre-school unit. Recommendations from the last inspection have been successfully addressed and discussion with the chairperson and staff demonstrates a strong commitment to continue to provide good quality care.

Improvements since the last inspection

At the last care inspection the playgroup agreed to extend the policy relating to uncollected children and to provide parents with information about how to make a complaint to Ofsted. Both of these recommendations have been successfully addressed, providing parents with clear information in both instances. At the last nursery education inspection one point for consideration was raised, to enable children to make better use of books within the setting.

Children now enjoy using a dedicated, comfortable area where books are attractively displayed. This assists in fostering their love of books and their growing awareness of print having meaning.

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.

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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 large group times are managed effectively to engage all children, for example, circle and snack times. (also applies to nursery education).

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 parents with information about the stepping stones to enable them to more fully understand how the Foundation Stage is used to assist children in their learning.

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