

Emmer Green Pre School

Inspection report for early years provision

Unique Reference Number	116826
Inspection date	21 May 2007
Inspector	Joanne Graham
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Registered person	Emmer Green Pre School
Type of inspection	Integrated
Type of care	Full day 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?

Emmer Green Pre-School opened in 1966. It operates from the Youth and Community Centre in Emmer Green, near Reading. A maximum of 32 children may attend at any one time. The pre-school is open four days a week during school term times. Sessions are from 09.00 to 11.30 and 12.30 to 15.00. There is an option to stay for lunch club or all day. Lunch club sessions are from 11.30 to 12.30. The pre-school closes on Thursdays. All children share access to a fully enclosed outdoor play area.

There are currently 70 children on roll. Of these 64 are in receipt of funding for nursery education. Children attend from the local surrounding area. The setting currently supports a number of children with special educational needs and children with English as an additional language.

The pre-school employs 12 staff. Of these, six staff hold appropriate early years qualifications. There are two staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children develop an excellent understanding of the importance of good hygiene practices. They wash their hands as soon as they arrive at the setting and before and after eating. Staff sensitively support children to encourage their independence with their self-care skills. All staff hold a suitable first aid qualification and the first aid box is easily accessible. Staff maintain very detailed documentation effectively and inform parents of any accidents, incidents or medication administered. This supports the welfare of the children. Children learn about healthy eating and living. They are able to access their water when they are thirsty, have fruit for snacks and have regular opportunities to partake in physical activities both inside and outdoors. Children have their health and dietary needs met well as staff are aware of dietary and religious requirements and needs. Children are suitably nourished. Parents provide fruit which is cut into small bite sized pieces and shared between the groups. Children develop very good social skills during snack and lunch time and engage in lively chat about their news with staff and other children.

Staff follow very good hygiene procedures to ensure the continual welfare of the children. They wipe tables before and after eating, staff preparing snacks hold a food hygiene certificate and nappy changing procedures are thorough to minimise cross infection. Children take part in regular physical activity both inside and outdoors boosting their development very well. They participate in weekly P.E. sessions where they increase their skills to control their bodies, go for walks to the local duck pond and access equipment such as the trampet, bicycles and balancing beams. They develop good ball skills with well planned throwing, rolling and catching games and effective adult support.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children arrive to a child-friendly and welcoming environment. They can access all areas safely and excellent staff deployment supports their choice of play and contributes to the appealing, comfortable and relaxed atmosphere. Children stay safe due to robust systems in place to ensure persons not vetted are not left alone with them, documentation is well maintained and contains essential detail and entry to the premises is very well monitored. Children have easy and safe access to a good range of toys and resources appropriate for their age and stage of development. Toys and resources are carefully selected to ensure they are suitable and children self select with

self- assurance.

Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely. Fire exits are clearly marked and free from clutter. Daily health and safety checks both indoors and outside and regular risk assessments mean that children can play, learn and explore without danger. Staff implement rules to keep children safe. For example, children do not run inside, they walk down the steps from the stage area and they do not enter the kitchen. The outdoor play area is safe for children to enjoy fresh air and play with good quality equipment that is suitable for their ages and needs.

There are very good systems in place to ensure children only leave the pre-school with known and approved adults. Staff have a very good understanding of the signs and symptoms of abuse as they attend regular training to update their knowledge. They know what action to take if they have concerns about a child in their care. This promotes and safeguards children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy, settle well to activities and are confident to self-select. They build up positive relationships with staff and children and enjoy social occasions such as registration, snack and lunch time and the P.E. session. They welcome and often invite staff into their play, helping to move their learning forward and increasing their enjoyment. They respond positively to staff's praise and encouragement and physically 'grow' with pride with this constructive interaction. They join in planned activities with enthusiasm and keenly settle to self chosen tasks.

Children have their individual needs met very well as staff demonstrate they have a very good knowledge of children's likes, preferred activities and interests. This helps to boost the children's

self-esteem and gives them the confidence to try new activities, such as during the music and P.E. sessions. Children are becoming confident to make some decisions, explore and investigate through sensitive and excellent adult support and attention. They know the routine well and tidy away the activities as soon as they hear the 'High Ho' music, which indicates this. They acquire new knowledge and skills, increasing their language, maths, imaginative and creative development very well. For example, junk modelling, building with construction toys, weighing, dressing up, painting, printing, drawing, puzzles and sharing their news in small groups at snack time and during registration.

Nursery education

Teaching and learning is outstanding. Staff have an excellent knowledge of the Foundation Stage and how to plan developmentally appropriate activities to support all the children's learning levels. Their enthusiasm engages the children's interests and encourages them to partake in the varied, stimulating and interesting activities. This helps to effectively move the children's learning forward and develop and promote their learning. Staff put meaning into learning and so children can relate this to their everyday life experiences, helping them to successfully achieve. For example, talking about and naming the musical instruments, asking the children to think what was inside the empty containers at the junk modelling and looking through books. Staff create an enticing and appealing environment which welcomes the children and encourages them to join in the wide range of interesting, engaging and fun toys and activities. Staff plan effectively and use child observations and evaluations to inform future planning needs. This ensures children's individual needs are fully met.

Children are confident, are articulate speakers and enjoy sharing their news and ideas to the group and staff. Most children recognise their names and some are able to write recognisable letters and label their own work. Children can name simple shapes and colours and some can count to 10 and beyond. They practise these skills with practical activities such as sequencing with the beads, naming the musical instruments and counting at registration and singing. Children increase and expand their creative skills through exploring with their senses and

experiencing different media such as printing, using paints, dough and sand. The staff's effective questioning and organising of suitable resources helps to embed these learning experiences.

Helping children make a positive contribution

The provision is outstanding.

Children are cared for by staff who value and meet their individual needs effectively, respect their differences and ensure they are fully involved with the life of the setting. Comprehensive systems promote inclusion effectively. Staff have a very good understanding of how to support children with special needs and for whom English is an additional language and work well with parents to achieve this. Children are confident and self-assured as staff praise and encourage their achievements and efforts, they access developmentally appropriate activities and staff listen to their views and ideas. This helps to boost their self-esteem. Children become aware of the local community and the wider society through visits to the local area, such as the church, school and duck pond, through celebrating festivals from their own culture and others and having visitors to the setting. This includes Irish dancers to celebrate St Patrick's Day, a dentist and health visitor. Children benefit from activities and resources which help them value diversity, such as seeing different text in other languages, small world figures, puzzles and dual language books. This helps to effectively foster children's spiritual, moral, social and cultural development.

Children's behaviour is very good. They show respect to one another and the equipment and respond positively to staff's very high expectations. Children work harmoniously with others and are beginning to learn acceptable social skills. For example, sharing the equipment and staff's attention, taking turns, especially when rolling the ball in the P.E. session and at snack time. Staff are very good role models and sensitively and consistently reinforce boundaries. Staff have a very good understanding of the complaints procedure and documentation is available to support them, which contains up-to-date detail.

Partnership with parents and carers is outstanding. Staff value the parents' views and welcome these. Staff share their child's achievements and their day with parents through daily exchanges, regular newsletters and by holding termly open days. This helps to cement a strong two-way flow, proving consistency for the child. Parents have regular opportunities to talk to their child's key worker and are welcome into the setting at all times. Parents are kept informed of events in the group through discussions with staff, the notice board and accessing information in their child's plastic folder. They are able to take an active part in fundraising, 'working' a session in the group and the organisational structure within the committee if they want to. This promotes an effective and open relationship, benefiting the children.

Organisation

The organisation is outstanding.

Children benefit from a very well-organised environment. Staff deployment is extremely effective and ensures children are well supervised at all times. Children receive very good support from staff who know them well and enjoy their company, helping them feel secure and confident. The supervisor and deputy hold a suitable childcare qualification. Leadership and management are outstanding. The parents' committee and supervisor actively encourage and support staff training and hold annual appraisals to highlight and support any developmental requests. Staff regularly monitor and self-assess their provision and have a strong commitment to continually improve their setting. Using parental questionnaires constructively, enables staff to evaluate their practice effectively and make sure they maintain their high standards of care and education.

Staff have high regard for children's welfare and wellbeing and have a strong commitment to providing an excellent service and enjoyable experience for the children in their care. They attend regular team and planning meetings and all input is valued. This helps to ensure the children's individual needs are well supported with the activities and their experiences within the setting, as staff make sure these are developmentally appropriate to their learning needs. Record keeping systems are used well to meet children's needs. All regulatory documentation is in place and kept for required periods. These are stored securely and confidentiality is maintained. Staff use these records to ensure the children remain healthy, safe and are fully included in the setting, whilst in their care. Written policies and procedures guide staff in their everyday practice. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the setting had recommendations to develop their provision and raise standards with regards to the National Standards and Nursery education. The group have updated their written policies to include procedures to follow in the event of a child falling ill whilst at the setting and the complaints procedure contains details of the regulator. All policies and procedures are available to parents at all times. The group carry out and record daily health and safety checks inside and outdoors and in addition complete an annual risk assessment. This helps to promote the children's safety and welfare.

The children's communication, language and literacy skills benefit from more opportunities to write their own name and label their work. Additional resources such as name cards and sensitive prompts from staff further increase these skills. The group have developed an effective monitoring and assessment system to increase the information recorded regarding the children's development. Staff carry out regular observations and frequently complete their key worker children's achievement records to make sure these are detailed and accurate. They use information gathered from observations to inform future planning needs and ensure activities effectively support individual 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.

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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