

Binfield Pre-School Group

Inspection report for early years provision

Unique Reference Number 159101

Inspection date 16 November 2007

Inspector Carol Patricia Willett

Setting Address The Memorial Hall, Terrace Road South, Binfield, BRACKNELL, Berkshire, RG42 4EW

Telephone number 01344 862729

E-mail

Registered person The Trustees of Binfield 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Binfield Preschool opened in 1982. The preschool is managed by an active committee of parents. It is situated in the centre of the village. The preschool operates from the Memorial Hall and children have use of a large hall and a smaller room. Toilet and kitchen facilities are available. All children have access to outdoor play. The preschool committee operates a second preschool in Jocks Lane and many of the children attend both groups.

The pre-school is open Monday, Tuesday, Thursday and Friday from 09.30 until 12:00 and Monday, Thursday and Friday from 12.30 until 15.00 term time only. Days vary according to the needs of the children attending.

The preschool is registered to provide sessional care and education for up to 26 children aged between two and five years old. A total of 44 children currently attend the preschool. There are 26 three- and four-year-olds in receipt of nursery education funding. The preschool supports children with English as a second language and children who have special educational needs.

A total of 12 staff work with the children, of whom nine either hold or are working towards a relevant qualification in childcare. The setting receive support from the local Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing an understanding of a healthy lifestyle as staff provide healthy snacks. They enjoy breadsticks and pieces of fruit, such as apple, on a daily basis. However, children have a limited choice of what to eat. Children develop in independence and co-ordination skills as they pour their own drinks of milk or water. They can freely access drinking water throughout the session so they stay healthy. Snack times are social occasions where children talk and share experiences with their friends and staff. Staff have completed on-line food hygiene training and use the information to improve their practice. For example, they use antibacterial spray to ensure food preparation areas are clean. These procedures help to prevent the spread of infection. The preschool has received a gold award in the local authority healthy eating scheme.

Children's health and welfare is well promoted as they play in a clean and suitably maintained environment as staff follow good hygiene procedures and are vigilant in ensuring the premises and resources are clean before the children arrive. Children learn the importance of good personal hygiene and develop well in their personal skills as they are able to freely access the toilets so they can be independent and get tissues for their noses. They find their named coat pegs and put on their coats for outdoor play. All children consistently wash hands before snack time and are beginning to understand the importance of doing so. Staff talk to the children about germs as they pour water over the children's hands and use paper towels.

Children are cared for appropriately as there is always at least one member of staff who holds a current first aid certificate. All documentation is accurately maintained and all parental consents in place. Any medical conditions are recorded and parents give prior written consent for prescribed medication to be administered, which ensures children receive good care according to their needs.

Children have daily opportunities to develop their physical skills and play in the fresh air. They enjoy playing with balls, hoops, beanbags and stilts as they run around in the safely enclosed car park outside. The children enjoy circle games and using wheeled toys both inside and out. Staff provide a wide variety of tools and activities to develop children's manipulative skill as they use scissors, paint brushes, rollers and cutting tools with the playdough. They complete jigsaws and develop models using a variety of construction toys and recycled materials.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in warm, spacious premises which are sufficiently well maintained. Staff work hard to provide a suitable environment for the children and organise the room effectively to ensure it is set up with a good variety of activities for the children's arrival. Children develop a sense of belonging and settle well as they are greeted daily by the staff. They have named pegs for their coats and put their named picture labels on a board as they self register. There are limited opportunities to display children's work. Though some art work is displayed it is not presented attractively by staff.

Children play in a generally safe and secure environment as staff give priority to safety procedures. Children stay safe as staff are vetted and demonstrate a good awareness of safety. For example, a risk assessment is completed on a daily basis of all areas that the children use. The resources and equipment are checked by an external body. However, not all resources are safe and suitable for children's use as the mattress in the role play areas is split with exposed foam. The main doors are kept locked and children are unable to leave unsupervised. Children are safely supervised when they play outside and staff ensure the gates are closed to prevent cars using the car park. Children learn about keeping themselves safe as staff remind them gently why they should not run around the hall. They practise fire evacuation regularly to increase their confidence and awareness in an emergency. However, the fire evacuation procedures are not displayed in the hall to ensure all adults know what to do in an emergency.

Children have easy and safe access to a wide range of good quality, age appropriate resources and activities selected by the staff on a daily basis. The staff do not provide opportunities for children to change the resources if they want to play with something else so they can initiate their own play. Children's welfare is promoted with regard to child protection. Staff are aware of the procedures to take if needed. Staff attend workshops on 'safeguarding children' to ensure their knowledge and understanding is secure and up to date.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and secure in the preschool. They join their friends and settle quickly into activities that have been set up by the staff before they arrive. Staff are friendly, kind and caring and children benefit from good relationships with both adults and the other children. Children operate independently within the preschool as they freely move around the room choosing activities and take themselves to the toilet. They are not able to freely access the outdoor area. Children benefit from good interaction with staff on an individual basis and small group activities. However, some whole group activities such as 'show and tell' do not maintain their interest or meet their needs.

Nursery Education

The quality of teaching and children's learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and provide a happy, busy learning environment to enable children to make progress in all areas of development. They plan and provide a broad range of activities daily across all areas of development. Most staff use good teaching strategies, such as modelling the use of tools, so children make suitable progress to the early learning goals. Some staff use good questioning techniques but not all staff are competent in this area or have a good knowledge of the stepping stones, so miss opportunities to maximise children's learning. Staff sometimes ask questions and do not give children sufficient time to think and respond, such as when reviewing stories that have just been read at group story times. The storage facilities in the hall sometimes mean staff do not make the best use of resources as they all have to be packed away at the end of each session. They only utilise the resources fully on days when they run both morning and afternoon sessions so children's learning is not effectively planned for. A key worker system is in place and staff make daily observations of the children in their play and use these to plan for children's progress. However, some children's records are maintained across two settings and these are not always used effectively in planning for differentiation of activities as they are not kept up to date or sufficiently well maintained. The planning and provision of activities does not always sufficiently challenge more able children, for example, children are very competent at riding bikes but staff do not sufficiently plan this activity to

provide challenge for all the children as they just ride round in circles. The supervisor and staff do not plan effectively to ensure all children achieve to their full potential.

Children are happy and settled and join in most activities staff provide daily with enthusiasm. They freely access a wide variety of resources to enable them to make satisfactory progress through the stepping stones towards the early learning goals. Children are developing their independence skills as they select activities and put on aprons for painting and coats for outdoor play. Children listen to and participate well in group story times though sometimes they are not given sufficient time to reflect and respond to questions when the story is reviewed. Staff do not always plan group activities to meet the needs of the children. For example, the children lose interest in the 'show and tell' items from home time and do not listen to the other children, becoming restless and distracted. Staff ensure children practice emergent writing, with some children writing their own names, for example, on lists for the computer. Some children form recognisable letters as they enjoy a good range of mark making activities provided by staff, including chalkboards, painting and drawing. Children use their imagination well in a variety of situations, for example, in the home corner and train set role-play and when using the playdough and painting as staff plan a variety of activities to develop imagination and creativity.

Most children play well together as they develop scenarios for role play and take turns using the bikes and computer, writing their names on a list for their turn. Staff provide opportunities for the children to develop number and calculation skills through everyday tasks and activities. They count and compare the different coloured cups at snack time and use mathematical language in their play as they cut out big and small hearts with playdough cutters. They enjoy a good range of physical activities to enhance their large movement but staff do not plan for and provide sufficient access to large climbing equipment. Children develop good spatial awareness as they move confidently around the preschool, for example, as they manoeuvre bikes well, avoiding each other in the playroom. Staff provide a wide range of resources and tools to develop children's manipulative skills, including jigsaws, construction toys, scissors and paint brushes

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children generally behave well as staff ensure they are developing an understanding of the rules and boundaries in the preschool, such as not running in the hall. They stop and help with packing away when music is played. They happily share resources and take turns on popular toys such as the wheeled toys and share out the playdough so they all have some. Staff reinforce positive behaviour through praise and encouragement when children are helpful and kind. Children develop a positive attitude to other people and the wider community as staff provide a range of resources and planned activities, such as for Diwali, which positively reflect diversity.

Partnerships with parents are good. Staff form good relationships with parents and they work together on the committee and share information daily for the benefit of the children. This enables the children to feel secure and settle well in the preschool. Parents receive good information about the setting and its policies and procedures. Staff and parents share information regularly and parents are able to view children's records at any time. Children benefit as the parents' rota develops parents' insight into the care and education the children receive. They are able to take time to talk to the children's keyworkers and view records. Parents receive useful information regarding the areas of learning and current themes through the notice board and newsletters, so they are able to participate in their child's learning. For example,

they send items for 'show and tell' and to support topics. Questionnaires to parents about the preschool are used positively by the committee and staff to improve practices. Parents are very positive in their praise of the preschool.

Organisation

The organisation is good.

The newly appointed parents' committee have a very positive outlook and commitment to improving the provision for children. There is extremely well organised documentation in place for the effective management of the committee roles and responsibilities. They work closely together with the supervisor and staff to support the work of the preschool. Most required documentation is in place and accurately maintained. However, the way of recording injuries children arrive with and incidents does not maintain confidentiality.

The leadership and management of the nursery education is satisfactory. Children settle well, make satisfactory progress to the early learning goals and are happy within the preschool as staff generally work well supporting most children in a suitable manner according to their needs. Children move around freely and safely as staff organise the space and resources sufficiently well. Staff select a suitable range of resources to ensure that children are busily occupied throughout the session.

Staff are aware of their roles and responsibilities and work well as a team. However, monitoring systems and reflective practice does not identify strengths and weaknesses sufficiently. For example, planning does not effectively take account of children's stage of development as records are not fully up to date, as some of the children attend both settings managed by the preschool committee. Staff training is encouraged and opportunities are given for all staff to undertake courses and workshops. Overall, the group meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the preschool were required to improve children's access to physical play and procedures in the child protection policy if an allegation was made against staff. Staff have made some progress in both areas. Children access the outside area on a daily basis and staff provide a range of activities to develop children's skills. However, staff do not use all resources, such as the climbing frame, regularly and some activities, such as when using the wheeled toys indoors, do not provide sufficient challenge for the children (applies also to the nursery education inspection). The child protection policy includes a statement of procedures in the event of an allegation being made against staff or volunteers which ensures children's welfare is safeguarded.

The education inspection required staff to evaluate activities more effectively in order to improve planning and teaching. This has not been done effectively and is carried forward for further improvement. The preschool were required to develop staff teaching techniques to allow children to think and predict. This is still an ongoing issue and is carried forward for further improvement.

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.

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 satisfactory.

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):

- improve fire safety procedures; ensure fire evacuation procedures are displayed in the hall
- improve records for injuries children arrive with and incidents to ensure they maintain confidentiality

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 opportunities for children to choose some resources on a daily basis in order to initiate their own play
- improve staff knowledge of the stepping stones within the Foundation Stage curriculum in order to maximise learning opportunities
- improve staff teaching skills including open ended questioning techniques; ensure children have time to talk and express themselves
- review and improve systems for reflecting and monitoring practice in order to improve planning and the provision of activities that are suitably challenging for all children.

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