

Crowthorne Village Pre-School

Inspection report for early years provision

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| Unique Reference Number | 119317 |
| Inspection date | 10 May 2007 |
| Inspector | Lynne Elizabeth Lewington |
| Setting Address | Crowthorne Parish Hall, Heath Hill Road South, Crowthorne, Berkshire, RG45 7BN |
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| E-mail | |
| Registered person | Crowthorne Village 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?

Crowthorne Village Pre-School opened in 1974. It operates from two rooms in the parish hall, Crowthorne. The pre-school serves the local area.

The pre-school is registered to care for a maximum of 26 children. There are currently 35 children from two years to five years on roll. This includes 19 funded three and four year olds. Children attend for a variety of sessions. The setting supports children with special needs. The group opens five days a week during school term times. Sessions are from 09:30 until 12:00.

A total six staff members work with the children. Half the staff team have early years qualifications to National Vocational Qualification level 2, 3 or Nursery Nursing Examination Board certificate. The setting is a registered charity and is managed by a parent run committee. It receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children develop an awareness of healthy eating as they enjoy snacks of fruit, cheese and crackers. Some independently pour their drinks of water or milk. Snack time is a relaxed enjoyable social time, where staff sit with small groups of children and natural conversations happen. Water is available throughout the session if children need a drink.

The clean premises provide a naturally light and pleasant place for the children's play and learning. Staff clean the tables thoroughly after activities ensuring they are clean and hygienic for the children to use. Children are familiar with good hygiene routines such as hand washing and using tissues to clean their noses. However, the hand washing and drying routine using bowls and basins of water and a shared towel does not promote sufficient good hygiene.

Children's good health is promoted by sensible measures which ensure that parents are informed and records maintained of accidents and medication administered. Staff have first aid qualifications and a first aid box is easily accessed if required ensuring any incidents are dealt with efficiently.

Children develop an awareness of their own bodies throughout their activities as adults talk with the children about breathing properly and making their bodies work. However the children do not have opportunities for physical play in the fresh air or indoors everyday.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

A very good range of toys and equipment enable the children to experience a wide range of activities. The methodical safe storage of the equipment enables staff to make good use of them for the children's benefit. The spacious environment appears well maintained and attractive. Low level tables and chairs enable the children to comfortably access the activities offered. However there is very little display space.

Children's safety is considered and the children are supervised closely whilst still having opportunities to develop their independence. For example, a young child attempts to use scissors to cut paper for her collage. Sensible safety measures are in place to promote the children's security within the setting. For example the doors have security alarms indicating if they are opened and the stairs to the stage are blocked by a stair gate. Children experience regular fire practices enabling the building to be evacuated quickly and efficiently in an emergency. However sufficient consideration is not given to safety when using other areas of the building and ensuring the child adult ratio is maintained at these times.

Children's welfare is safeguarded by the staff's knowledge and understanding of child protection. There are three staff members who have attended child protection training and policies clearly indicate the setting's role in protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the relaxed, happy, and secure environment provided by the staff. Most children separate from their parents and carers confidently and talk to staff confidently. Children form positive relationships with other children and the staff enabling them to enjoy and explore their environment freely. The broad range of activities and daily routine enable all children to experience a stimulating and interesting environment where they make choices in their play.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a good awareness of the areas of learning and plan activities accordingly. They are able and confident enabling the children to make choices and to explore the learning environment. Staff show an awareness of how to extend individuals for example as they count, recognise colours and shapes and talk about events. However, children do not see their work displayed or benefit from seeing numbers or words displayed in the setting.

Children use the fact and fiction books competently turning the pages and looking at the pictures. Story time is enjoyed and increases the children's awareness that writing has meaning. Pencils and paper enable the children to make marks and some can form letters or write their names. Many children recognise their names at snack time, on their coat pegs and possession boxes. Some children confidently speak up within a group and they are all developing an awareness of the need to listen to others.

Opportunities to count are frequent throughout the session. For example, the children count the children, cotton reels, and legs on the mini beasts. They confidently match colours and shapes as they do puzzles and make repeating patterns with the cotton reels. They are developing an awareness of size as they use construction toys; make long necklaces and long snakes.

Children enjoy finding out about mini beasts and nature. They take great interest in a nature table, examining a bird's nest and egg shell. They look for ants and ladybirds and the adult encourages them to look at a live wood louse before putting it outside. Children use magnets as they play a matching game and some show an awareness of what the magnets do. Some children show an interest in the computer and competently use the mouse.

Children use their developing creative abilities as they independently paint pictures and create collages. They hide in a den and pretend to take photographs of people and events in the setting. Some tell stories about the creations they have made with the construction toys.

Children develop their awareness of others through stories and experiences. They are developing their abilities to express their feelings and thoughts as they talk about the story and express their likes and dislikes. They learn about traditional and cultural events and make visits in their local community. Photograph albums enable the children to remember past events.

Children undertake many activities to develop fine movements in every session but do not always have good quality opportunities to develop their large movements, balance and co-ordination. They are learning about their bodies as staff talk with them about stretching and breathing properly.

Helping children make a positive contribution

The provision is good.

Partnership with parents is good, enabling children to be cared for appropriately and their development promoted. The friendly welcoming staff greet parents and children as they arrive ensuring the start of the session is relaxed and enjoyable. Parents speak highly of the staff finding them approachable and helpful. Children's progress in each area of learning is recorded in reports provided for parents. Parents are able to help in the setting if they wish enabling them to develop a good understanding of how the setting works. Positive steps are taken to inform parents and include them in the child's learning. For example, children kept a simple record of the ants and ladybirds they saw at home and then shared the information at pre-school. A regular newsletter, notice board, photo albums and a hand book in addition to face to face contact keeps parents informed.

Interesting activities and the quiet confident competence of the staff enables the children to feel secure, leading to a quiet yet busy environment where children enjoy and learn. Staff praise and encourage the children frequently as they play. Children develop consideration for others as they learn to share and take care of the toys and resources.

The pre-school promotes a truly inclusive environment where children and adults are made welcome. Children use resources irrespective of their gender and books and resources reflect our diverse society. They learn about cultural and traditional events and their local community through activities, outings and visitors. Children's individual needs are given good consideration as the setting works with parents and professionals to promote the best opportunities for children. Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children benefit from the good organisation of this setting where parents and community participation is welcomed and children develop their abilities to become sociable, caring individuals. Suitable checks are undertaken on staff and all required documentation is in place. Resources are used effectively to benefit the children. Generally health and safety is managed satisfactorily and good provision is made with regard to children's enjoyment and achievement.

Leadership and management are good. Staff benefit from the experienced manager who encourages skills and enables all staff to assist in the planning and evaluation of the curriculum activities. A realistic understanding of the setting's strengths and weaknesses indicates a good awareness of the setting's on going development. Staff are encouraged to undertake appropriate training to develop their skills and practice for the benefit of the children.

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

Improvements since the last inspection

At the last inspection improvements were identified regarding children's access to the kitchen and ensuring that policies reflected practice. Children's safety is safeguarded as they are prevented from entering the kitchen area due to a barrier and relevant policies reflect practice within the setting.

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):

- improve hand washing routine to promote good hygiene
- ensure child adult ratio met at all times and safe areas of premises used.

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):

- improve opportunities for children to develop balance and large movements
- improve children's opportunities to see visual displays which support 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