

Harpsden Pre School Playgroup

Inspection report for early years provision

Unique Reference Number	133683
Inspection date	26 June 2007
Inspector	Joanne Graham
Setting Address	Harpsden Village Hall, Harpsden, Henley-on-Thames, Oxfordshire, RG9 4HJ
Telephone number	07810 392401 or 07990 945405
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Registered person	Harpsden Pre-School Playgroup
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?

Harpsden Pre-School Playgroup registered in 1993. It operates from Harpsden Village Hall near Henley-on-Thames. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open Monday to Thursday from 09.15 to 12.00, with the older children attending a lunch club on Tuesdays until 13.00. The setting is open term time only. There is an outside play area for the children to use.

There are currently 23 children on roll. Of these, 18 children are in receipt of nursery education funding. The pre-school serves children mainly from the local community. The setting supports children with special needs. The setting has provision to support children with English as an additional language, although none currently attend. The setting employs four staff, of whom one holds a qualified teaching status qualification, one holds a suitable level 3 qualification and one holds a suitable level 2 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment is clean and tidy and children have a good understanding of personal hygiene. The staff promote independence through sensitive support and providing suitable resources such as steps, liquid soap and easily accessible paper towels accessible in the bathroom areas. However, procedures used to promote hygiene before eating snacks is not as effective, as children currently share a bowl of water to wash their hands. Children who are infectious do not attend thus preventing the spread of contagious ailments and the sickness policy reinforces this to parents. This supports children's welfare. Some staff hold a current first aid certificate and the first aid box is easily accessible. This means staff can give appropriate care if there is an accident. Documentation is used to record accidents, incidents and medication administered. These contain sufficient information, although some lack necessary detail. This safeguards children's wellbeing.

Children are suitably nourished, with sufficient quantities to accommodate their needs. They have their health and dietary needs met because staff work well with parents and ensure all relevant people are aware when preparing and serving snacks and drinks. This successfully supports these needs. Children sit in a large group to eat their snacks and helping to develop their social skills. Children take part in regular physical activity both inside and outdoors boosting their development well. They access the garden to use the equipment, such as bikes, ride-a-long cars and wheel barrows and practice throwing and catching with the balls, hoops, quoits and bean bags. They enjoy taking part in ring games inside and do so with keenness.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a well-organised environment that has sufficient space for them to move around safely and comfortably. They use a wide range of good quality toys and resources that are appropriate to their age and stage of development. Children benefit from a good range of safety measures, for example radiator covers and clearly marked fire exits which are free from clutter. Good procedures in place safeguard children's safety. Staff monitor access to the premises, check the identity of visitors and ensure their presence is recorded in the register. Children and staff practice the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency. Staff deployment is very good and provides the children opportunities to explore and play independently but ensuring they stay out of harms way. Children learn to keep themselves safe, through good supervision and sensitive reminders. They know not to run inside or to kneel on the benches and they do not enter the garden without staff.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. Staff receive clear information regarding the signs and symptoms of abuse and do not leave children unattended with persons not vetted. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre-school and confidently settle to their chosen tasks. They arrive happy and eager to participate and some demonstrate developing concentration skills.

For example, making seaside collages and fixing together the number line. Children are beginning to achieve because staff have a good knowledge and understanding of early years guidance and curriculum. Staff are attentive and offer appropriate and suitable support and attention, praising the children's efforts and responding positively to their interests. Children become curious and keen to join in and they settle quickly to their chosen activities. They participate eagerly and particularly enjoy 'selling tickets and then sailing in the ferry', building with the construction toys and operating the laptop.

Staff provide a varied, interesting and a wide range of activities and equipment for the children to get pleasure from. Children participate with enthusiasm and keenness and enjoy their time at the pre-school. Children make positive relationships and relate very well to staff and to each other. They enjoy playing together in the role play area, where they share their ideas. They confidently approach staff for support indicating good trusting relationships are built. Children respond positively to adults who are interested in what they do and say and confidently share their ideas and views as they know they will be listened to.

Nursery education

The quality of teaching and learning is good. Activities and resources are developmentally appropriate for the children attending, although at times these lack sufficient differentiation. Staff have a good understanding of the Foundation Stage and plan activities which appeal to the children's interests and help to increase their learning. Staff have good knowledge of children's individual learning levels and effective written evaluations of activities are used to successfully inform future planning needs. Children's mathematical development benefits from a good range of interesting resources, helping them to count, calculate and to make sequences. They enjoy building the number line in different formats and naming the numbers as they stand on them, they count at registration time and one child organises the pizza ingredients into specific patterns. Children are confident and articulate speakers and talk in large groups, particularly during 'show and tell'. They handle books carefully, enjoy listening to stories and some children are beginning to predict text. Children have many opportunities to mark make, especially in the role play area. They like to 'book' the tickets for the ferry ride and increase their imaginative skills through good adult participation and range of resources.

Staff plan effectively to ensure all children can participate. Resources are used well to enhance development and staff's effective questioning helps to move children's learning forward. Staff boost children's self-esteem and confidence through praising and encouraging their achievements and efforts. Children explore, investigate and examine the world around them. They grow plants in their garden, discover how magnets work and mould, pat and squeeze the dough. They are motivated to learn through very good staff interaction and support.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the setting. Their individual needs and differences are valued and respected and staff treat all children with equal concern and compassion, contributing to the children feeling secure. They feel settled, happy and comfortable. Children are forming strong relationships with adults and each other and are beginning to develop confidence and self-esteem, through positive praise and encouragement. Staff have a very good knowledge of children's family context, each child has their own peg to hang their possessions and all have the opportunity to participate in show and tell sessions. This promotes children's feelings of belonging. Children learn important social skills such as

sharing, turn taking and sitting down to eat and drink. Their behaviour is good, although on occasions this behaviour can deteriorate. Staff are consistent in managing boundaries and children respond positively to their sensitive support. Robust systems in place support children with additional needs well, which enables them to play an active role within the setting. Children have opportunities to learn about themselves, each other, the local community and the wider world through planned activities and celebrating their own and different festivals. Children access a range of resources, which depict positive images. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents and carers is good and this contributes significantly to children's wellbeing in the setting. Staff actively seek views from parents about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there. Staff ensure that all parents know how their children are progressing and developing, through daily verbal exchanges, using the notice board and holding key worker meetings. Children's safety, welfare, development and learning benefit from the involvement of their parents, ensuring they receive continuity of care.

Organisation

The organisation is good.

Children are well protected and cared for by staff who have a good knowledge and understanding of child development. They receive good care and attention from staff, contributing to them feeling settled and secure. Staff are aware of their roles and work well as a team. They maintain ratios at all times and notify one another when leaving the room, ensuring staff deployment supports children's play and enjoyment. Good vetting and recruitment procedures support children's welfare. Written and verbal policies and procedures work in practice to promote children's health, safety and ability to make a positive contribution, although some detail is out of date. Record keeping systems are used well to meet children's needs, although some accident forms do not have parental signatures and are not written with permanent ink. All regulatory documentation is in place and kept for required periods. These are stored securely and confidentiality is maintained.

Leadership and management are good. They actively encourage and support staff training and hold regular team meetings. Staff observe and assess children's learning levels and use this information well to inform future planning. The setting is committed to raising standards and self evaluate the provision regularly. Although children have opportunities to explore a variety of experiences, the organisation of the room does not always sufficiently support children's indoor physical play. This also leads to some children's behaviour deteriorating, resulting in them needing reminders of how to manage their own behaviour. The certificate of registration is displayed during operational hours. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider had recommendations with regards to the National Standards and a point for consideration for the Nursery Education. The daily register includes children's attendance times and all records of medication administered are confidential. The setting has contact details easily accessible regarding child protection. This safeguards children's welfare. Children benefit from opportunities to experience everyday technology in daily routines and activities, such as using the till, calculators and small laptops.

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):

- further develop facilities to promote increased hygiene procedures prior to children eating snacks
- ensure policies contain up to date information and accidents are recorded in permanent ink with all detail completed.

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):

- ensure there is additional differentiation included in implementation of activities
- make sure the organisation of the room supports children effectively with their physical play and to help them manage their own behaviour.

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