

# The Village Preschool

Inspection report for early years provision

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<b>Unique Reference Number</b>	110224
<b>Inspection date</b>	17 April 2007
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

The Village Preschool is a private group and operates from Upham New Millennium Village Hall. The Pre School serves the local area.

There are currently 64 children from two years to five years on roll. This includes 48 funded three and four year olds. Children may attend for a variety of sessions. The setting currently supports children with additional needs.

The group opens five days a week during school term times. Sessions are from 09:30 - 15:00 Monday, Tuesday, Thursday and Friday and 12:30 - 15:00 on a Wednesday.

Twelve staff work with the children. Eight staff have Early Years qualifications to NVQ level 2 or 3 and above. Four staff members are currently on training programmes.

The setting receives support from the local Cluster group and from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. Each day there are indoor and outdoor activities to help them develop their physical skills and each day they have the opportunity to play in the fresh air. Children enjoy the range of resources outside, they clamber on the climbing frame, run around developing their eye to foot co-ordination as they kick the ball, and increase their eye to hand co-ordination as they throw the bean bags into the frame. They ride on bikes and enjoy racing each other around the garden.

Staff work closely with parents to ensure they have a good knowledge of children's health and dietary needs. They have excellent procedures in place to ensure children that have allergies are protected, and that all staff are fully aware of what to do if a child had an allergic reaction. Children enjoy the cafeteria style snack time choosing when they are hungry or thirsty. They are able to pour the drinks themselves and choose which foods to eat from the day's pictures displayed showing today's snack.

Children who stay for lunch are divided into two sittings allowing children who are busy playing to have theirs later and those who are hungry to eat first. Staff sit with the children supporting them and conversing with them making it a social event.

Children learn the importance of good personal hygiene through effective daily routines. Children are able to access tissues easily and bins are placed close by enabling them to be disposed of immediately after use.

Children enjoy a healthy environment because staff implement good hygiene procedures to help prevent the spread of infection. They wear gloves when blowing noses, and ensure that all areas are clean before the children arrive. Disposable plates and cups are used to prevent cross contamination of foods in case of allergies. Appropriate procedures are in place for the administration of medication and the recording of accidents.

### Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are greeted warmly by the staff. Children arrive eager to see what there is to play with today. All the resources are suitable for the children who move easily and safely around the environment choosing what they would like to play with.

Staff are vigilant about children's safety and ensure hazards and risks are minimised. Daily risk assessments are implemented and staff monitor the provision, inside and out, ensuring that children's safety is promoted. Effective procedures are in place for the arrival and departure of children in this multi use building. Arrangements are made beforehand with parents if someone different is to collect their child. Staff and children regularly practise the evacuation procedure to ensure that if there was a fire they would know what to do.

When outside the staff have two way radios to enable them to quickly contact staff indoors if there was an emergency.

Nine of the staff are qualified in first aid, and are able to treat children appropriately if they were to be involved in an accident. Appropriate procedures are in place if they had an emergency

that would necessitate taking a child to hospital. All visitors have to sign in and out, and do not have unsupervised access to the children.

Children's welfare is promoted through staff's good understanding of what to do if they had a concern over a child. All documentation is in place and shared with parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very well cared for. They are relaxed and happy at the preschool, new children settle quickly into the friendly atmosphere, staff give them extra support when needed. Staff know the children well and gain a good understanding of their needs through discussion with the parents and, at times, home visits. Staff are skilled at interacting with the children, encouraging conversation and building on children's own knowledge.

Plans are made linked to the Birth to three framework and observations are undertaken and achievements recorded. Children are able to access the whole range of resources in the preschool and are encouraged to join in all of the activities.

Children interact well with their peers and adults. Staff move around the preschool as necessary, supporting and playing with the children, helping to extend the activities, for instance, helping children complete puzzles or discussing and choosing which house to buy from the "estate agents". They concentrate and persevere at their chosen activity and are confident to choose something else to do when they tire of a particular activity.

### **Nursery Education**

The quality of teaching and children's learning is good. Children thrive in the calm and stimulating atmosphere and they have a positive attitude to learning. Staff have an excellent understanding of the Foundation Stage and how children learn. They plan activities after taking into consideration the observations they have made on the children to ensure that children are progressing. Staff are introducing child initiated activities which enables the children to have a wide choice of activities to choose from. Staff are enthusiastic and provide a well organised learning environment for the children. However, the observations made on the more able children are not recorded after they have reached the first stages of the Foundation Stage. Children's achievements are observed by all staff and noted by key workers who are familiar with individual children's needs and progress. This enables staff to help children build upon their own knowledge, asking them open ended questions, encouraging children to think and contribute their own ideas.

The children play well together and have positive relationships with each other and the staff. They are confident to talk in large group situations such as circle times, and to converse with each other whilst playing.

They concentrate and persevere at their chosen activity, for instance, when creating their chosen object with the junk modelling resources. Children become independent and learn to take responsibility as they choose what activity they want to do, tidy the toys up, choose their own snack time and pour their own drinks.

Children are encouraged to make their mark; many are able to write their own name. They gain an understanding of the uses of writing, for instance, during role play they wrote orders for the kitchen, and wrote down what people wanted in their houses. Children enjoy using the

comfy book areas provided inside and outside. They read to each other and to themselves. They enjoy listening to stories both in groups and on a one to one basis. They particularly enjoy the interactive story time where staff use props to enhance the story, the children eagerly take part to put the animals to bed.

Children gain confidence in using numbers for counting and increase their knowledge of mathematical language through planned and routine activities. Some children are very able and have a good understanding of addition and subtraction. Children learn about shape and size whilst undertaking puzzles and craft activities.

Children gain a good understanding of modern technology as they confidently use the main computer and the other electronic interactive games. Their mouse skills are increased as they play different games requiring the mouse to move around the monitor. They enthusiastically make musical instruments choosing the size and shape from the available resources.

Children enjoy using their imagination using a range of activities and resources. They cook meals in the home corner and help each other choose which houses they are going to buy. They enjoy painting and are proud to say what they have painted, and they decorate their instruments with great care. They have the opportunity to explore and investigate the unusual instruments displayed and are pleased when they make unusual noises using the thunder maker or the wooden shakers. Children are competent and confident in expressing and communicating their ideas and own knowledge.

### **Helping children make a positive contribution**

The provision is good.

Children are valued and respected; staff have a good understanding of their individual needs treating each child with equal concern. Children enjoy their time at the setting, gaining confidence and self esteem as the staff praise and encourage their efforts and achievements. Children demonstrate a good sense of belonging as they respond to familiar adults and settle into the routine.

Children with additional needs are well supported within the group. Staff undertake training and liaise with other agencies to ensure that children's needs are being met. Children that require them have individual learning plans to enable them to progress appropriately.

Children learn about people's differences through accessing a range of resources. They celebrate their own culture and festivals and those of other people giving them an understanding of diversity.

Children's behaviour is very good. They benefit from positive role models provided by staff and they respond well to adult intervention. Children are constantly praised for trying and each day there is at least one child who is star of the day, which is celebrated by all the children. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the strong relationships between their parents and the staff. Parents state that they are very happy with the preschool. They are kept informed of their child's experiences and progress through discussion and daily sheets and individual photograph albums. All of these and any personal items are kept in the child's box which goes home at the end of each session. All parents are given detailed information about the preschool and the policies and procedures are on display every day

allowing parents ready access. Regular meetings are arranged with the child's key worker to discuss the children's progress and their next steps.

Partnership with parents and carers of nursery funded children is good. In the entrance hall there is a large picture book showing parents how children learn through play. There are photographs of their children "learning" in each of the six areas; for instance, on the maths page the children are playing shops with money. The weekly plans are on display showing all the areas of learning.

Parents are kept fully informed of their child's day, they have daily records, some areas are linked to the Foundation Stage and highlight who they have played with and what they have enjoyed. However, they do not usually state a child's achievements. Each child has a photo album where there are photos of the child playing under each of the six areas of learning, however, they do not usually state child's progress just a statement, for instance, "counted the magnets that made the lollipop" with no mention of the numbers involved. Parents are invited to discuss their child's progress through planned meetings where they agree the next steps; in addition they are able to talk to the staff each day if they wish.

### **Organisation**

The organisation is good.

Children's care is enhanced by the effective organisation and leadership of the preschool. Children feel at ease with the environment and staff, enabling them to feel confident, which is conducive to their play and learning; children are fully occupied and engaged and are never left waiting around for the next thing to happen. Children benefit from the safe and secure learning and play environment provided by the staff.

The stable staff team are suitably qualified and experienced in working with children. They continually update their knowledge and skills. All required documentation is in place, and stored in a secure yet accessible manner. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The management and staff work well together. Management places high importance on training and provides good support through regular meetings. Time is made each week to ensure that all staff have time to share ideas, to plan and evaluate the activities and children ensuring that all children are progressing according to their individual abilities.

The owner is strongly committed to providing high standards in the preschool and has a strong team to support her in this task.

### **Improvements since the last inspection**

At the last inspection the preschool were required to display the evacuation procedure. This is now in place on the exit door of the hall allowing any adult in the room to help evacuate the children safely.

### **Nursery Education**

At the last inspection the preschool were required to alter the presentation of the book corner to ensure that children could easily select the book they wish. The children now have access

to two book racks which allow the children to see the books clearly and allow them easy access to the books.

They were also required to increase the opportunities for children to more readily express their imaginations in art and craft activities. Children can now self select at all the sessions from a wide range of craft materials and paints allowing them to express themselves freely.

### **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 good.

### **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 parents are given information linked to their child's achievements regularly

#### **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):

- continue to monitor and record the children's progress through all of the stepping stones towards the Early Learning Goals

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](http://www.ofsted.gov.uk)