

Tadley Unders Fives Pre School

Inspection report for early years provision

Unique Reference Number	EY345354
Inspection date	26 April 2007
Inspector	Melissa Cox
Setting Address	Community Centre, Newchurch Road, TADLEY, Hampshire, RG26 4HN
Telephone number	077680 26189
E-mail	
Registered person	Fiona Johnston & Pat Johnston
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?

Tadley Under Fives registered in 2006. It operates from the Community Centre in Tadley and is privately owned. Children have access to a large and small play room, toilets and a secure garden. A maximum of thirty children aged from two years to five years may attend. Children attend from the local area. The nursery is open each week day from 09.00 to 12.00 term time only. There are currently 31 children on roll. Of these 27 children receive nursery education funding. The nursery supports a small number of children with learning difficulties and disabilities.

The pre-school employs six staff. Five members of staff hold the National Vocational Qualification level 3 or Nursery Nursing Examination Board certificate and one is working towards National Vocational Qualification level 2 in childcare and education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children enjoy an outstanding range of energetic and physical activities in the outdoor play areas. They move around the environment, confidently and with good control. They show an excellent awareness of space, themselves and others as they practice basketball skills, running, jumping and skipping. They show excitement as they successfully climb, balance, travel over, under and through and skilfully change speed and direction as they enjoy the well organised outdoor play areas. Children are learning to listen to their bodies and are able to rest and be active according to their needs.

Children enjoy a sociable snack time where they sit together in small groups. They share responsibility for decisions about the provision contributing to the development of safety, health and care routines. Children increase their independence as they pour their own drinks and are learning about healthy foods during comprehensive discussions with staff and peers. Their healthy growth and development is fostered, as staff show an excellent understanding of children's individual dietary requirements and fully include any children with additional dietary requirements.

Children have an excellent awareness of their own needs and are developing independence in their personal care. They actively contribute to their good health, by wiping down the tables before snack or sweeping up sand with a dustpan and brush. Children show a greater independence from an early age as staff are skilful in providing them with opportunities to encourage this. As a result, children independently use the toilet facilities and are very aware of the importance of hand washing after using the toilet and before snack time. All necessary accident and medication books are in place and shared with parents when necessary, which further ensures children's good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, secure and safe environment, which provides a welcoming atmosphere. This enhances safety and helps children settle easily and develop a strong sense of community. Children's work is displayed prominently, further helping to develop their sense of belonging.

Children have access to a broad range of stimulating, high quality resources which are frequently checked for safety. Toys and equipment are of a high standard and are suitable for different ages and abilities, meeting children's needs effectively. Children independently and confidently choose from these during their play. Resources are organised in such a way that mostly encourages safe, independent choice and accessibility. All furniture is child sized, ensuring children are comfortable, although children do not always have access to an appropriate rest area.

Staff understand their responsibilities for protecting children's welfare. All staff undertake training regularly to update their knowledge. They have clear procedures in place and have a good understanding and knowledge about what to do in the event of having a concern about a child in their care.

Children's safety is further promoted by the required parental permissions and documentation for keeping the children safe being in place. Risk of accidental injury to children is minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. Children learn to keep themselves safe through discussion with staff, for example, about the importance of sitting down when using the scissors, because of the danger of hurting themselves or others.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the pre-school. They are extremely confident, motivated and self-assured. They achieve well because staff are highly skilled and use their understanding of early years guidance, such as Birth to three matters and the Foundation Stage, to provide high quality care.

Staff establish positive relationships with children, helping those who are new to settle, making them feel secure and showing sensitivity to their individual needs. All children arrive happy and eager to participate. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Early communication skills are well supported through good quality adult-child interactions.

Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences. They are excited and vibrant as they engage in mixing sawdust with water, soil and play dough to observe the results.

Nursery Education

The quality of the teaching and learning is good. Children are eager and excited about learning. The activities and experiences provided are well matched to children's needs and interests. Teaching is rooted in a good understanding of the Foundation Stage. As a result it is varied, exciting and sometimes innovative. Relationships are very good. Teaching highly motivates children so that they are stimulated and they have good levels of concentration. Children become absorbed in activities and make very good progress. Staff fully appreciate the importance allowing children to play at their own pace as part of the learning process. They allow activities to continue beyond the scheduled time if it is sustaining their interest.

Staff know the children well. Assessment is thorough and the information gained is used very effectively to guide planning. Staff make regular observations of what children can do. They use this information to chart children's progress along the stepping-stones and to plan their next target. Planning covers all areas of learning and staff understand how activities link to the early learning goals. The experiences for all children are varied and imaginative and meet the needs of all children very well. Staff are aware of how individual children learn and adapt activities to build on children's interests. For example writing materials are positioned in the garden to specifically encourage some children who are not interested in developing their writing skills to make their mark whilst pursuing other activities. Children's own work is well displayed and labelled around the room developing a sense of self-worth. They have good opportunities to make marks, however children lack the opportunity to see their name in print, in everyday routines.

Children are confident and effective communicators. They use structured sentences to express their feelings, to give descriptions and to make requests. Staff encourage children to think by

using open questions to challenge children's thinking and language skills. Children spontaneously use mathematical language and mathematical knowledge to solve problems. For example, when working out how many cups are needed at snack time. They make discoveries about balance and weight whilst using the toy animals in the bucket of water, excitedly waiting for them to sink or float.

Children develop confidence when using the variety of equipment offered, staff are able to skilfully balance the supervision of children and equipment with the need to allow children to take risks and develop skills. For example, when joining together large pieces of guttering to make a ball run in the garden.

Children receive praise in their work and play helping build their self-esteem and confidence. They show a well-developed self-respect for others in the setting. Children respond well to the routine changes in the session, they follow clear guidelines and are aware of the expectations such as, helping tidy activities away. They explore different beliefs, traditions and explore links to the wider world through regular visitors to the group. They recall with enthusiasm the stories that Granddad reads to them and their visit to the local produce market.

Helping children make a positive contribution

The provision is outstanding.

The children's behaviour is exemplary. Children are well mannered and considerate towards adults and each other. They happily share, take turns and play cooperatively together. Their efforts are valued and staff praise them enthusiastically, developing their confidence and self esteem. Their acts of kindness and helpfulness are celebrated with a certificate on the kindness board, which further promotes their self esteem. Children with learning difficulties and/or disabilities are extremely well supported in all areas and due to this they are able to achieve their full potential.

Children have extensive opportunities to learn about themselves, each other and the world around them through planned activities and outings to local places of interest. The children learn about the wider world as staff provide a highly stimulating and welcoming environment which fully reflects the children's backgrounds, and the wider community. This positive approach fosters children's spiritual, moral, social and cultural development well.

Partnership with parents and carers is outstanding. Children's development and achievements are celebrated and a wealth of information is shared with their parents and carers on a regular basis. Informal discussions upon collection of children, written records and attendance at parent's evenings are used to keep parents and carers up to date with their child's progress and development. Parents and carers have access to and receive plenty of excellent information about the setting and what it has to offer in terms of care and education, themes, plans and information on the educational provision.

Organisation

The organisation is good.

Regular staff and yearly appraisals are conducted ensuring all staff are working in a consistent way across the provision and that training needs are met. Staff work as a vibrant, cohesive team who focus on their role and responsibilities to achieve the principles of the pre-school. They consistently make good use of their time and resources to support children's learning. Staff undertake additional training to enhance the quality of care provided. This has a positive impact

on children's learning, development and welfare because staff keep abreast of new childcare initiatives, for example, Index for Inclusion.

Children enjoy a wide range of play experiences which are offered across a mostly well organised play space, maximising their play and learning opportunities. All required documentation, which contributes to children's health, safety and well-being is in place, is comprehensive, well maintained and regularly reviewed.

The leadership and management of the setting is good. The supervisors have a clear vision and motivate staff through their enthusiasm and commitment for children to receive a high quality learning curriculum. They undertake regular monitoring of the provision looking at staff performance, training and development, activities and the curriculum. There are clear development plans for both staff and the provision as a whole. The evaluation process is consistent across all aspects of the nursery, which means the practitioners are able to recognise where they are successful in promoting learning and where aspects need improvement. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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 children have regular access to a rest area.

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):

- increase the opportunities for children to see their name in print in everyday routines.

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