

# Newdigate Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	122674
<b>Inspection date</b>	06 June 2007
<b>Inspector</b>	Carol Newman

<b>Setting Address</b>	Village Street, Newdigate, Dorking, Surrey, RH5 5DJ
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<b>Registered person</b>	Newdigate Pre-School
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Sessional care
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## 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Newdigate Pre-School opened in its current premises in 1995, although it has been established in the village since 1970. It operates from a self-contained bungalow within the grounds of Newdigate Infant School. Children have access to two rooms and there is a fully enclosed garden for outdoor play, which can be used all year round. Children also benefit from the use of the extensive school playing fields. In the summer term, the pre-school have use of the swimming pool, for supervised swimming lessons for the four-year-olds.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:50 and 12:30 to 15:15, term time only.

There are currently 46 children aged from two to under five years on roll. Of these, 34 receive funding for nursery education. Children come from a wide catchment area and most children move on to the school. The pre-school has systems in place to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The pre-school employs eight members of staff. Three of the staff, including the manager hold an appropriate early years qualification. Two members of staff are currently on a training programme. All members of staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children play in a very clean environment where they learn to follow good hygiene practices. Exceptional daily routines and explanations help children understand that washing hands after visiting the toilet reduces the risk of passing on germs. Children know they must clean their hands with anti-bacterial gel before visiting the snack bar and also, which colour cloth is used for cleaning the tables.

Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. Staff maintain outstanding records for children who require regular medication, such as inhalers. All staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. Comprehensive accident records are made immediately after the event and this ensures they are accurate and informative.

Children receive a varied range of healthy snacks, including cheese and fruit, encouraging them to develop healthy eating practices. Children understand the importance of keeping healthy through superb use of the everyday routine. For example, staff remind children about healthy eating at circle time and during physical activities. They talk to the children about 'warming up time', healthy muscles and why they should clean their teeth. Children readily recall this information, for example, when staff pretend they have been eating sweet foods. Children can help themselves to a drink whenever they want one and they are quick to do this after playing in the sunshine, to help to prevent dehydration.

First-rate use is made of the inspirationally planned garden, to extend the curriculum. All six learning areas are taken outside, to encourage the children to play and learn in the fresh air. Opportunities are provided for children to write, find sea creatures in water, play with the small world house and play people, climb and balance on frames and tunnels, play in the willow tunnel and willow dome and use their imagination in the outdoor role play corner. This brilliantly develops children's small and large physical skills in a fun and imaginative way.

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

The provision is outstanding.

Children benefit from playing in a spacious, beautifully organised environment indoors and outdoors. This allows them to move around and play safely in this completely 'free flow' provision. Children have access to a superb, imaginative range of toys and equipment that provide stimulating opportunities for imaginative play.

The security of the premises is very good ensuring unwanted visitors cannot gain access. Staff deployment is first class and guarantees children are well-supervised at all times. Children learn to take responsibility for keeping themselves safe as they practise fire evacuation procedures

and these are clearly documented. A risk assessment both indoors and outdoors means that children can play, learn and explore without danger.

Staff have a sound understanding of safeguarding children issues and know how to proceed if they have concerns about a child in their care. This effectively supports children's wellbeing.

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

The provision is outstanding.

Children are extremely happy, tremendously confident and enjoy their time very much in the pre-school. They achieve very well as staff are skilled in planning rich play opportunities based on the children's interests. Children thrive in the pre-school as they benefit from warm, close and supportive relationships with staff. Children approach staff confidently for support and reassurance and this enables the children to feel very secure and settled.

Children enjoy and learn from an excellent, imaginative range of activities that allow them to explore and investigate, using all their senses.

Staff make regular, useful observations and record achievements in children's profiles. This helps the staff plan for each child to ensure their learning and developmental needs are met. Staff identify the next steps for each child and ensure these are focussed on during individual and group activities. This encourages children to develop curiosity, ask questions, show a keen interest and develop a willingness to learn.

All activities are planned around the children's interests. Staff are very skilled in identifying these and use resources skilfully and imaginatively to enhance the children's learning. This ensures children of all ages enthusiastically embrace the learning opportunities.

### **NURSERY EDUCATION**

The quality of teaching and learning is outstanding. Children are captivated and inspired by the extensive range of stimulating, imaginative and exciting learning opportunities on offer. They are extremely well motivated, enjoy new challenges and concentrate for long periods of time on self-chosen activities. Children are very independent. They see to their personal needs, such as pouring drinks, visiting the toilet and washing hands and they know why they should wear their apron. They confidently and enthusiastically sweep up and keep their environment tidy.

Children understand the rules of the setting and abide by them. This ensures good relationships and harmony. Children understand the need to share and take turns when playing together. For example, children share brushes and paints to paint a picture together, in a group of three.

Children's confidence when speaking to peers and adults is first-rate. They talk openly during discussion time about themselves and their families and express their ideas and experiences well, using good vocabulary. Children competently tell staff and visitors about going on holiday in a caravan and visiting their friends' houses. Children are very confident writers. Staff encourage all children to practise mark making and writing skills using different approaches suitable to their age and stage of development. Mark making resources are available in all areas of the pre-school and children confidently help themselves. Children enjoy stories and books very much. They look carefully at books independently and listen intently to stories at group times. Children confidently predict what will happen next. They are engrossed and animated as they talk about and join in with the story.

Children count extremely confidently. They count and sort the shells during planned activities and sequence the textured number line in the outdoor area. Children talk about the number fairy removing, mixing up and turning numbers upside down, as they play. Children demonstrate their knowledge as they devise number activities during free play and throughout the daily routine. These include counting the 'grown ups' in the setting and they know that the person in the kitchen makes one more. They enjoy joining in with a wide range of number rhymes and songs. Children's understanding of space, shape and measure is developing well. They recognise the properties of simple shapes through activities such as, exploring them in the linseeds. They use appropriate mathematical language during free play activities and this is ably encouraged by staff.

Children make optimum use of their senses, as all activities invite them to investigate. They explore and describe experiences such as tasting and smelling food and feeling a range of textures. Children play a wide range of games that encourage them to explore objects and sounds. They play their musical instruments and dance along to tapes in the garden. Children explore the borax 'gloop' using a range of resources such as cutters and they watch as it rolls off the table. They describe the texture using words such as 'slimy' and 'stretchy'. These opportunities capture children's interests and inspire them to make their own discoveries to extend their learning.

Children have continual access and staff support to develop a good understanding of information technology. They engage in activities such as using the computers to book holidays in the travel agents role play area.

Children's art and craft work decorates the pre-school, reflecting an excellent selection of child-initiated projects and demonstrating a range of techniques. This shows children's work is valued and gives them a sense of belonging. Children access creative materials freely and easily, enabling them to make their own pictures and self-select their own resources.

Children use their imagination and express their ideas in a variety of ways. They become engrossed, as they negotiate and organise, when playing imaginatively indoors and outdoors. Children dress up, paint and build to represent their experiences, whenever they wish and this is actively encouraged by staff.

Staff are excellent role models and demonstrate an extremely positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. A strong ethos of the setting is to encourage children to make their own choices. To support this, all toys and resources are easily accessible.

Comprehensive observations and assessments ensure children are moved on in their learning at a good pace with individual talents being maximised. All staff are made aware of the next steps for each child so that they can guide and facilitate learning. Children learn through play at all times. Opportunities to extend knowledge and to use children's ideas are used to optimum effect. Children really take ownership in this setting and they are fully involved in all decisions and activities.

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

The provision is outstanding.

Staff ensure they know about children's needs with regard to religion or culture, so they can help the child be proud of their own culture and see it as important. Children from different

cultures have their own corner of the setting for the display of artefacts from home, so that their cultural heritage can be acknowledged and celebrated. This makes children feel fully integrated within the pre-school. A good range of activities and resources develop children's understanding of diversity. Children's spiritual, moral, social and cultural development is fostered.

There are good systems in place to support children who have learning difficulties and/or disabilities and/or English as an additional language. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met. Staff value and respect children's individuality. Staff are superb role models, helping children learn the importance of showing respect for all.

Children know the routine and boundaries when they are at the pre-school. Staff are consistent in their approach to behaviour management and use appropriate strategies. This helps children learn right from wrong. Children are constantly engaged in worthwhile activities and therefore behave very well.

The partnership with parents and carers is outstanding. Staff provide a wealth of information regarding the pre-school and Foundation Stage curriculum in the prospectus and wall displays. All activity plans are clearly displayed and there is comprehensive information in newsletters. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning and encourages parents to extend their child's learning at home. Staff welcome parents into the pre-school and information is regularly exchanged regarding each child's individual learning and progress. This strengthens the home/pre-school partnership for the benefit of the children.

## **Organisation**

The organisation is outstanding.

Children's care is greatly enhanced by the splendid quality of organisation at the pre-school. The leadership and management are outstanding. The staff team are inspirational practitioners with an excellent understanding of how to care for young children and stimulate their learning. They demonstrate a dynamic approach to creating high quality care and education and organising the pre-school to provide a rich learning environment.

Staff support one another very well and they are dedicated to change and improvement. Personal development is given high priority and staff have regular access to further training. This ensures staff have the most current knowledge and skills for the benefit of the children.

The premises are extremely well-organised. All areas are fully utilised to enhance children's care and education. For example, the outside area is imaginatively arranged to provide a wealth of additional play and learning opportunities for the children.

Staffing ratios are consistently maintained and relevant strategies are in place to cover staff absence. This ensures that children are well cared for at all times. All relevant documentation is in place and is maintained in full. This contributes to the smooth and highly effective organisation of the pre-school.

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

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

At the last inspection the group agreed to ensure all accidents are recorded appropriately. The setting uses the Preschool Learning Alliance accident records and these are very well maintained to provide a comprehensive record.

The setting also agreed to continue to develop the expansion of the group to provide an increased number of places. The group has moved to larger premises within the school grounds. At this inspection, the conditions of registration were varied to provide four additional places. This will be of great benefit to the local village community.

### **Complaints since the last inspection**

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)