

Maiden Erlegh Pre-School

Inspection report for early years provision

Unique Reference Number	148665
Inspection date	06 June 2007
Inspector	Claudia Padfield
Setting Address	Community Centre, Silverdale Road, Earley, Reading, Berkshire, RG6 7HS
Telephone number	07867565811
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Registered person	Maiden Erlegh 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?

Maiden Erlegh Pre-school opened in 1984. It operates from the community centre situated in the grounds of Maiden Erlegh School and has use of several rooms within the building. The pre-school serves the local community.

There are currently 36 children from two to five years on roll. This includes 33 funded three and four year-olds. Children attend for a varied number of sessions. The pre-school has systems in place to support children with special needs and children who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:15 to 11:45.

There are seven staff members who work with the children, of whom three staff have early years qualifications, including a qualified teacher in early years. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand and follow good hygiene procedures, knowing to wash and dry their hands to 'stop germs', many complete the task without a reminder from staff and put the paper towels into the bin. However they currently use buckets of water in the play rooms due to the multi use of the provision and inaccessibility of the bathroom. This could lead to cross contamination and requires reviewing. Staff escort children to the bathroom to ensure they are supervised at all times and children will wipe their noses as required developing good levels of independence.

The children have free access to a rolling snack and identify they have visited the table by moving their name card on the partition. Children are able to eat at a leisurely pace talking with their friends and a member of staff serving the fruit. All children serve their own drinks and can access water to drink through out the session. Staff discuss the effects of exercise on the body after a particularly physical session of dancing and encourage the children to have a drink and sit quietly to cool down.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff provide a safe and secure environment in which the children flourish. They carry out daily checks on the premises both inside and out to ensure all risks are minimised to the children. In order to operate free flow into the garden area they use walkie talkies successfully and the high staff to child ratios enables the children to move freely around the nursery space.

Children relish the free choice time and safely access a wide range of interesting toys and equipment. They have many opportunities to handle small tools when freely creating on the craft tables, show skill with scissors and knowledge how to handle them safely. Planning ensures that a sufficient number of staff hold a first aid qualification which enables them to react to any minor incidents with skill.

The experienced staff team are able to demonstrate a good knowledge of the procedures to follow should it arise regarding child protection. This is further supported by update training which they cascade to all staff. These systems effectively promote the children's well being.

Helping children achieve well and enjoy what they do

The provision is good.

Children eagerly arrive at the setting greeting friends and staff as they anticipate the routine gathering on the carpet for register and the sharing of news. The children make good progress and develop warm relationships with the staff team, who make regular observations about the children's interests linked to the stepping stones within each area of learning. Children are inquisitive and purposeful during free play creating beautiful artwork from the wide range of resources available. These they discuss with the staff who respond by extending the varied range of challenges to suit individuals. The children engage in complex imaginative games, for example using puppets with great skill. The puppets play hide and seek taking turns to count before they pretend to search for their friends. They ask staff to write a notice about the puppet show saying it will start at midnight. They then enjoy the conversation about it being very late.

This demonstrates how they are confident and skilful communicators both with peers and adults who form part of the audience.

Nursery Education

The quality of teaching and learning is good. Staff plan a range of interesting activities that consider the interests of the group. These are related to the stepping stones of the curriculum for the foundation stage and sustain the children's interest well. Children have focus activities every session that are planned and evaluated by staff. These are time limited to enable all of the groups an opportunity to experience indoor and outdoor play. However these activities do not offer the level of individual support that children gain from the free choice time and often they are brought to an end through time constraints.

Children confidently use small tools and a variety of equipment, making dinosaurs is currently a favourite. They enjoy singing on the karaoke to a variety of music, understanding how to operate the cassette player with ease. During singing and music the children know when to be loud and when to be quiet by watching the member of staff. This demonstrates a clear sense of belonging and knowledge of day to day rules and routines. Children are able to be freely creative playing music with a selection of small instruments to a tape and dancing in a group. The children engage the staff who dance with the children cleverly suggesting a range of more challenging moves higher and lower.

Children use maths during daily routines knowing numbers one to 10 and beyond. Most children recognise their names and staff encourage them to copy or write it themselves, this they do with confidence. One child is able to work out the spelling of her dinosaurs name by using the sounds of her own name.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and very much valued as individuals by the staff team. They eagerly arrive and share news about personal experiences. Children are confident and ask questions, make choices and develop high levels of self esteem from the support and interest the staff team show. Activities are well planned and adapted to consider the interests of the children who attend. This is reflected by the current topic on dinosaurs. Children know the full names of the different types and expertly create their own versions during free art work. Within the range of activities staff introduce celebrations of various festivals and enhance these by using props provided by the parents.

The children respond to staff's calm and consistent approach to behaviour management. They behave well understanding the groups expectations, readily able to share and take turns even giving up the treasured car in the garden when another child asks to have a go. Staff have systems in place to support children with learning difficulties and disabilities using outside agencies well to provide extra information and support. The group has many families for whom English is an additional language and work hard to promote an inclusive environment. Children attending feel confident and count in their mother tongue when it is their turn to check the register. This is acknowledged by the staff team and praised effectively.

Partnership with parents is good. Staff use the notice board effectively to share information regarding the day to day running of the group but do not display the curriculum planning and evaluation which would further enhance the parents' understanding of the children's

achievements. Parents play an active part in the day to day running of the group and two stay every session to provide extra support and use the opportunity to experience the range of activities their child enjoys. This promotes good working relationships and the opportunity to share information informally. Staff actively discuss the children's progress and highlight personal achievements to further self esteem. The children's spiritual, moral and cultural development is fostered.

Organisation

The organisation is good.

The group are effectively managed to ensure the children's care and learning is supported. Staff know the children well and have defined roles within the group which ensures the smooth running of the session. For example the deployment of staff throughout the premises to ensure children have good interactions with adults who use skilful questioning to extend the children's learning and curiosity.

The leadership and management is good. The staff team are experienced and motivated. Through regular informal discussions with the parents staff keep all parties well informed. Staff have a sound knowledge of the Foundation Stage and adapt focus activities as required, this is not always effective in supporting all the children within the mixed ability groups. This has been highlighted and different methods are evaluated to ensure the children's needs are met. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The group were asked to document the arrival and departure of visitors to the nursery, which has now been done. Visitors are asked to sign in upon arrival and out for departure. This ensures staff know who is present in the case of an emergency and can protect the children. They were also asked to display their current insurance certificate which is now in place and visually available to parents

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):

- revise hand washing methods in the playrooms to prevent cross contamination

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):

- develop systems for sharing the planning and evaluation of the curriculum
- further develop the focus group time to provide appropriate challenges for all and time for the children to develop and consolidate thier ideas

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