

# Horns Drove Community Pre-School and R.A.S.C.A.L.S.

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY345454
<b>Inspection date</b>	02 May 2007
<b>Inspector</b>	Jacqueline Munden
<b>Setting Address</b>	Bakers Drove, Rownhams, Southampton, Hampshire, SO16 8AD
<b>Telephone number</b>	0238 073 9982
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<b>Registered person</b>	Horns Drove Community Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School 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?

Horns Drove Community Pre-school and R.A.S.C.A.L.S. (Rownhams After School Club and Learning School), registered in its current setting in 2007. It operates from two rooms in a purpose built lodge in the grounds of Rownhams St John's School. A maximum of 30 children may attend the setting at any one time. The pre-school opens Monday to Friday from 09:15 to 11.45 and from 12.15 to 14.45 during term times. R.A.S.C.A.L.S. opens Monday to Friday from 15:00 to 18:00 during term times. All children share access to a secure enclosed outdoor play area.

There are currently 73 children aged from two to under five years on roll for the pre-school. Of these, 52 children receive funding for early education. There are 25 children on roll for the after-school club. The setting currently supports a number of children with learning difficulties and or disabilities. There are 11 members of staff working with children in the setting, all of whom are suitably qualified.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Staff are active in promoting a healthy life style in both the pre-school and the after school club. Children relish the free access to the outdoor play area where they use a wide range of equipment allowing them to develop many skills and use their large muscles. Young children climb and use wheeled toys, throw and catch balls. They move confidently and safely around as they kick balls into the goal and crawl and stretch as they pass through the tunnel. Older children benefit from being able to "let off steam" after school as they enjoy playing football and cricket. Children benefit from being in the fresh air in all weathers and notice the change in their bodies after exercising as they are hot, tired and thirsty.

Children in the pre-school enjoy the snack bar system that allows them to eat and drink when they wish. Parents are encouraged to follow the settings healthy eating policy when providing children's snack box. Children benefit from the social side of chatting with peers or the member of staff supervising as well as learning about foods that are good for them. For example, that milk is good for their bones.

Children arriving after school enjoy a hearty varied tea including toast, cheese, spreads, cereal and fruit. Many children return for more as the session progresses. They can freely access drinks as needed. Information about all children's dietary requirements is obtained from parents to ensure health and religious needs are met and effective system ensures all staff are made aware of what children may or may not consume.

Staff maintain generally good records of children's health, accidents and medication administered; which are shared with parents and carers. Although parents are not always informed when inhalers are used. Children's health records are maintained well. Staff are well prepared to deal with medical emergencies as most are trained in first aid and first aid kits are carried by staff collecting children after school as well as being readily available in the setting.

Staff are active in promoting good hygiene practices to ensure children's health is maintained. They have effective routines in place ensuring tables are cleaned before using for food and play equipment is cleaned regularly. Children learn about keeping healthy; they understand the need to wash their hands after using the toilet as well as before eating and use individual towels which prevents cross infection.

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

The provision is satisfactory.

Children are cared for in a safe, secure, warm and welcoming environment. Access to the hall via the main door is well monitored by staff who follow a strict procedure to ensure children cannot leave unsupervised. Children learn to keep themselves safe as staff remind them not to run indoors and explain why it is not safe to use play equipment on the sloped entrance. Regular safety checks and risk assessments are conducted and recorded ensuring hazards are identified and dealt with promptly. However, children are at risk in an emergency as neither they or staff have rehearsed the emergency evacuation plan since operating at this setting. Efficient procedures ensure children's safety on outings and as they travel from school to the after school club although records pertaining to the driver and the vehicle are not maintained.

The setting is shared by both the pre-school and after school club. Children thoroughly enjoy using the secure outdoor play area that is an extension of the learning environment. They can access toilet facilities safely and independently. The setting is organised well so that children can move freely to the different activities and resources. There are wall displays of children's work and photographs of the children taking part in activities. Staff make good use of the available space both in and outdoors. For example the small room is used as a quiet area for books and the computer. After school, some children like to use this area for drawing and for console games. Children make good use of the areas in and outdoors set up for role play. These are changed regularly to stimulate and trigger ideas.

A broad range of play equipment and books that are clean and in a good, safe condition are stored in low level boxes and units allowing children to make independent choices.

Children are well protected regarding child protection issues. Staff are clear about their roles and the setting's procedures for safeguarding children.

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

The provision is good.

Children are happy and well cared for. They are actively involved in purposeful activities that promote learning in all areas of learning. Children enjoy a good mix of adult-led and self-initiated activities, as the setting practises a free flow method of play. Children relate well to adults and ask questions as they play. Staff respond with encouragement and praise which promotes children's confidence and self-esteem, enabling them to take a positive role in their own learning. They are confident speakers and well motivated to participate and co-operate. For example, they take turns in speaking at circle time when describing the weather. Most have good levels of concentration and eagerly take part in individual tasks and those in a larger group equally well. For example, children are enthralled as they play Kim's game in a group. Children with disabilities and or learning difficulties are fully included; individual play plans are developed and their needs considered when planning activities.

Children under three years benefit from the staff's knowledge of the Birth to three matters framework. This is reflected in the written plans that show how the focus activities can be adapted making them appropriate to children's stage of development. These children also benefit from taking part in activities aimed at the older children. For example, as some children weigh and measure vegetables, those less able enjoy pouring chopped carrots from bowl to bowl developing hand eye co-ordination. Keyworkers observe and record their progress and share this with parents.

Children attending the after school club are catered for well with the emphasis being on having fun. Staff make some plans for activities such as cooking chocolate nest cakes as part of their Easter celebrations, but generally children are free to make choices of activities they take part in. Many opt to play ball games outside; staff play an active part in these games as they regularly collect the balls that go over the fence. Children play together well and get very excited as they play indoor table football. Staff encourage them to express themselves and have fun as well as learn to control themselves. Generally they take turns and consider others well. Some are reminded of the rules they all agreed on for the club. For example words not to use. They have some independence as they are occasionally involved in preparing their own tea as they select fillings for sandwiches. Children are well supported by staff and they develop close relationships. For example, children choosing to do homework are helped to find books to aid them.

## Nursery Education

The quality of teaching and learning is good. Children benefit from the staff's sound knowledge and understanding of the Foundation Stage and the six areas of learning. Staff know the children very well; they use this knowledge and observations of them to inform the planning of daily focus activities linked to the Early Learning Goals. Those children more able are suitably challenged in their learning as staff extend activities to meet their needs. For example, children using scales to weigh carrots are shown how to measure the length. A child counts and writes the number of centimetres it measures. Staff make good evaluations of children's achievements which are recorded and shared with parents. Staff use effective strategies for teaching children and make learning interesting. They encourage learning by asking probing questions and offer good explanations when required. Staff carefully ensure the garden is used as part of the learning environment; they provide equipment that promotes development in all areas of learning as well as robust physical play, such as a table with modelling dough and a chalk board for mark making. Staff use spontaneous events to promote children's learning. For example, a child notices the small roots on a carrot. A member of staff suggests looking at it through a magnifier. Children are sometimes divided into two groups. This allows them to listen to stories and concentrate on specific activities with less distraction. Large group sessions work well also. Children enjoy a circle game of rolling a ball to friend and saying their favourite colour. Skilled staff use many opportunities to extend children's language and learning. For example, a member of staff holds the ball in different places and says where it is. The children copy with their hands and learn positional language such as above and in front.

Children make good progress in all areas of learning. They have access to a wide range of resources which are arranged in various areas; children move freely between them.

Children practise pencil control in many situations as staff provide opportunities throughout the session. For example, a letter writing table is set up with pencils, paper and envelopes. Children scribe their letter and go outside to the post office for a stamp and then post it in the letter box. Children are encouraged to write their names on their art work. They learn sounds and letters at group times as they talk about the first sound of the days of the week. Children have some opportunities to learn to recognise their names as they find their coat peg label and their basket for their snack boxes and for work to take home. However, these are limited and not always directed to the child's level of development as the name label is not always accompanied with a photograph to help the child find it. Children learn to use books and understand words carry meaning. Children know where a book starts and ends.

Children count regularly throughout the day as they join in with counting objects on number cards at group times. Some counting up to 19. Staff challenge children by asking what the number is. Many recognise the one and the nine and a child recognises it as 19. Children learn to solve problems and calculate as they work out how to make the scales balance or heavier one side.

Children have many opportunities to explore the natural world as they frequently use the outside play area for sand and water play. Children are observing the changes as caterpillars develop into butterflies. They use books to accompany their learning. For example, The hungry caterpillar. Some make detailed drawings of what they see. Children have regular use of the computer and enjoy simple programmes. Children learn about the world we live in as they use resources and observe posters which reflect diversity.

Children access many creative experiences; they paint, mould dough and explore gloop. They enjoy role play using the shopping trolleys, pushchairs and wheeled vehicles as they "go shopping." Children have some access to musical instruments as these are not freely available in the play areas. They take part in singing rhymes and music and movement sessions.

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

The provision is good.

Children are very happy and settled in the pre-school. They benefit from very positive relationships with staff; they are valued and their individual needs met well. They are fully included in the life of the setting as they help to tidy up and have equal access to the toys and resources. Children are independent as they find their own snack boxes and put on their coats. They feel valued and a sense of belonging as they have their own basket to put their belongings and things to take home.

Staff know the children well and plan for the children's individual needs and preferences. Children with learning difficulties and or disabilities are welcomed and included at the nursery. Staff work closely with parents and other professionals to ensure children are appropriately supported. Diversity is promoted throughout the setting. Children use a suitable range of play equipment and books that promote positive images of all people in society. Children become familiar with other cultures through planned activities. They are aware of their community through visitors to the nursery, including the vicar and medical professionals as part of the people that help us topic. There are close links with the school on which site they are situated. Children's spiritual, moral, social and cultural development is fostered.

Children arrive at the after school club happy and eager to play. They are valued and welcomed by staff with whom they have strong bonds; Children turn to staff for help and support. For example, for checking homework or if they are feeling unhappy about something. Staff recognise the individual needs of individuals; older children are offered more privacy as they use the disabled toilet. Children are kind to each other and welcome new children to the club by talking to them and offering food at tea time.

Children's good behaviour is promoted by staff who praise them at every opportunity in the pre-school. Staff act as good role models. They are calm, polite and positive in their approach. Staff use their knowledge of each child and their skilled behaviour management techniques in managing unwanted behaviour.

After school children are treated according to their level of development. Staff are clear and consistent and use effective methods of behaviour management.

Partnership with parents and carers is good. c Parents receive a wide range of information regarding policies and procedures in a prospectus, when their children start at the pre-school and after school club. For the pre-school this includes information about the nursery education. Parents are well informed of daily activities and learning objectives as the plans are displayed and a newsletter informs parents of the way they can continue with their child's learning at home. They are kept up to date through the regular newsletters and opportunities to attend open days. This encourages parents to become involved in children's learning. The notice board provides them with extra information. Parents are invited into the pre-school to help and to share information about their child with Key workers on an informal basis. Parents are informed of how to make complaint.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Most aspects of the provision are well organised. A high staff ratio ensures children are well cared for. The staff teams are energetic, enthusiastic and committed to improving their skills through attending training and sharing information with each other. Staff in the two areas of care work very well together ensuring a smooth hand over of the setting from the pre-school session to the after school club. Staff generally deploy themselves well ensuring children are supervised and supported at all times. However, those in the after school club sometimes spend too much time preparing tea in the kitchen. This means children are not always well supervised. Space and resources are well organised both in and outside the setting. Children are encouraged to move around and choose their own activities. Detailed policies and procedures are implemented effectively to promote children's care, safety and well being. Most documentation is maintained appropriately. The registration system does include the times of arrival and departure for children and staff. However, staff do not fully recognise their responsibility in the recording of this information and records relating to the transport of children are not in place. Records and information are stored in a confidential manner but some documentation is not available at the setting for inspection. There is a robust vetting system in place for new staff ensuring children are well protected.

Leadership and Management is good. The setting is committed to improving care and education for all the children; it is currently working towards a recognised accreditation. It has high expectations of staff and children. There is a staff appraisal system in place although the manager is yet to receive hers. Staff are knowledgeable about the Foundation Stage and experienced in working with pre-school aged children. They work closely meeting regularly to discuss evaluate the effectiveness of the activities and curriculum they provide. Therefore ensuring children are suitably challenged in their learning. The manager seeks feedback from parents. The voluntary management committee show commitment in developing their knowledge and understanding of the National Standards and the requirements of registration. The committee and staff develop good relationships enabling them to work together to benefit the children. For example, they review and update the operational plan and its policies and procedures.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since the 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):

- conduct and record the emergency evacuation procedure
- record the times of arrival and departure of children and staff, maintain records of drivers transporting children and ensure all records are available on site
- enhance the organisation of tea time in the after school club.

#### 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 opportunities for children to recognise their name and participate in musical activities.

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)