



# Stondon Stompers Pre-school

Inspection report for early years provision

<b>Unique Reference Number</b>	219300
<b>Inspection date</b>	04 July 2005
<b>Inspector</b>	Kelly Eyre
<b>Setting Address</b>	Village Hall, Lower Stondon, Bedfordshire, SG16 6LD
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<b>E-mail</b>	
<b>Registered person</b>	COMMITTEE
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Stondon Stompers Pre-school is managed by a voluntary committee. It opened approximately 30 years ago and operates from three rooms in the village hall. It is situated in the village of Lower Stondon, near Henlow and Shefford. A maximum of 24 children may attend the pre-school at any one time. It is open each weekday during term-time only, from 09.10 to 12.00. Children have access to a secure enclosed outdoor play area.

There are currently 27 children aged from 2 to under 5 years on roll. Of these, 24 children receive funding for nursery education. Most children come from the local catchment area. The pre-school is able to support children with special educational needs or who speak English as an additional language.

The setting employs four staff. Three of the staff, including the manager, hold appropriate early years qualifications. One staff member is working towards a qualification.

The pre-school is a member of the Pre-School Learning Alliance (PSLA) and has completed their accreditation scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a warm, clean environment. They are beginning to learn about the importance of personal hygiene. They wash their hands before snack time but staff miss some opportunities to discuss this further and increase children's understanding. Similarly, children are offered healthy and nutritious snacks but their understanding of the relevance of this is not consistently promoted. Children's special requirements with regard to health and diet are well documented and parents' wishes are respected.

Children enjoy a varied range of physical activities, which contribute to their good health. Their use of larger apparatus is somewhat limited by the constraints of the outdoor play area. However, staff overcome this by introducing a variety of other activities such as music and movement sessions and sports day. Children develop control of their bodies and improve their physical skills and coordination as they practice and participate in events which involve balancing, running and negotiating obstacles. They are developing a clear understanding of their own needs, recognising when they need a drink and helping themselves from the containers available at each session. Younger children are able to participate in all activities because staff have an effective understanding of the 'Birth to Three Matters' framework and use this when planning the daily sessions.

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

The provision is good.

Children are cared for in a welcoming environment where their work is creatively displayed and resources are well organised and easily accessible. Their safety is given a high priority. Staff carry out daily safety checks, identifying hazards and taking steps to remove or minimise these. This ensures that children are able to move around safely, freely and independently. Children are developing a clear understanding about taking responsibility and keeping themselves and others safe. They are consistently given clear explanations by staff. They understand why it is dangerous to run inside and know how to use equipment such as scissors safely.

Children independently select toys and activities from a range of good quality resources. Staff regularly check these to ensure that they are clean and safe. Children's welfare is promoted as staff have a good knowledge of child protection procedures and are able to identify, report and follow up any concerns.

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

The provision is good.

Children are happy and very settled. They are keen to participate and are enthusiastic about the activities and play opportunities provided. They are confident in their relationships with each other and with staff. Children's personal development and self-esteem is very well promoted through sensitive support and interaction from staff. Children and staff are often engaged in creative discussions about a range of topics, enabling children to develop their social and communication skills. Their independence is promoted as they freely choose resources and activities. They are consistently offered new and challenging opportunities, such as using the puppet theatre and growing their own vegetables. Staff are skilled in using open questions to extend children's learning and encourage them to think further. All children spend their time at the pre-school purposefully. They thoroughly enjoy exploring the wide range of activities and resources. They concentrate and persist at tasks such as writing their 'news' and using a variety of mediums and tools in craft work.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress and their overall development is promoted because staff have a thorough knowledge of the Foundation Stage Curriculum, planning and adapting activities appropriately. Children clearly show their enjoyment as they participate in an extensive, balanced range of well-planned activities. These include regular opportunities to participate in role play, crafts and physical play, and also themed work covering topics such as 'Summer' and 'American Independence Day'. Children also have weekly opportunities to use the computer and to participate in music sessions, increasing their knowledge and their appreciation of these areas. Staff make good use of assessments to inform future planning and promote children's individual development.

Children are motivated and fully engaged in their play and activities. They have a good understanding of their own needs and are confident in meeting their personal needs such as independently visiting the toilet. Children have very good relationships with their peers and listen carefully to each other, often organising complex imaginary games. They are able to explain their ideas and experiences. They sit quietly to listen to stories, often joining in and predicting outcomes. Most children count confidently and recognise shapes, colours and their own names.

Children are gaining a knowledge of their community and the wider world through the provision of a range of resources and activities. These include visits to the local school and topics covering Father's Day and celebrations such as Chinese New Year. Children use their imagination and natural creativity in all areas of their play and this is encouraged by staff who enthusiastically join in with discussions and

scenarios. Children's knowledge is increased as staff consistently offer clear explanations. Staff are also skilled in allowing children sufficient time and freedom to explore, make decisions and determine their own learning.

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

The provision is good.

Children are offered a creative and varied range of activities that help promote their understanding of the wider world and increase their awareness of diversity. These include making cards and organising a special session for Father's Day, and learning about different foods as part of their work related to Chinese New Year. Children are valued and respected as individuals and staff ensure that specific needs are met. Staff pay particular attention to including all children, offering sensitive support to less confident children to make sure they are able to participate. Staff have a clear understanding of inclusion and always consider the adaptation of activities so that children's participation is meaningful and appropriate. Children show a high level of care and concern for each other. Their behaviour is excellent throughout the session as they choose their activities and competently organise turn-taking and sharing. They respond very well to staff and the overarching positive approach of the setting fosters children's spiritual, moral, social and cultural development.

The quality of the setting's partnership with parents is good. There is an active commitment to seeking parents' views, involving them in their children's learning and keeping them informed of progress. Examples of this include the practical wall display giving details about the Foundation Stage Curriculum and the regular open mornings held by the group. This positive attitude helps ensure that parents' views are valued, standards are maintained and a good level of care can be provided for each child.

### **Organisation**

The organisation is satisfactory.

Overall, the provision meets the needs of all children who attend. Their play opportunities are enhanced by the excellent organisation of space, allowing them the freedom to move safely and independently from one activity to another. This enables them to feel confident to initiate their own play and learning. Children's welfare, care and safety are promoted through the staff's practical knowledge of policies and procedures. However, some of these do not contain sufficient written detail, and although current staff are clear about the correct procedure, new staff or parents may be unsure and therefore unable to promote children's welfare. The overall welfare of both staff and children could also be compromised as times of staff attendance are not recorded in the daily register.

The quality of leadership and management is good and children benefit from a well-managed setting. The play leader acts as an excellent role model and staff are highly motivated, regularly attending additional training. This ensures that they are able to provide good quality, appropriate care for all children. Sessions are well

planned, with a balanced range of activities throughout the week. However, although the play leader and staff are very clear about the intended learning and outcomes of activities, the written plans do not always clearly reflect these and could cause confusion for new staff or parents. Children are always given sufficient time and resources to enable them to complete their activities and tasks. Their progress is tracked through ongoing assessments and parents are kept well informed of this. Staff meet regularly to plan future work. They ensure that their assessments and evaluations are considered within the planning so that the needs of individual children are met and the development of all children is promoted.

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

At their last inspection, the group was asked to ensure that correct staff ratios were maintained at all times. They have now made sure that ratios are always maintained and have allowed for staff having to leave the room, ensuring that children are always appropriately supervised. They have also looked at policy issues to include Ofsted's address in the complaints procedure, ensured that children's confidentiality is protected and there is a clear procedure for uncollected children. They have improved their practical procedures and now ensure that staff are always aware when children leave the room to use the toilet. These procedures enable the group to promote children's safety and welfare.

With regard to the nursery education provision, the group was asked to improve the evaluation and assessment of curriculum plans and activities. They monitor individual children's progress against the six areas of learning within the Foundation Stage Curriculum. They have also introduced the weekly evaluation of activities and use this in future planning. These steps ensure that the learning and developmental needs of all children are met.

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

There are no complaints to report.

## **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):

- review policies and procedures to ensure that they contain sufficient detail, e.g. the uncollected child policy to contain a written procedure for lost children, and the behaviour management policy to include detail regarding dealing with bullying. Ensure that students on placement are fully aware of these policies so that they are able to promote children's welfare at all times.
- ensure that there is an accurate record of staff attendance

### **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 further opportunities to promote children's understanding of health and bodily awareness
- review the planning of activities so that plans clearly demonstrate that all areas of learning are covered.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)