

Tring Community Centre

Inspection report for early years provision

Unique Reference Number	EY342712
Inspection date	06 June 2007
Inspector	Sheila Harrison
Setting Address	Tring Community Centre, Silk Mill Way, TRING, Hertfordshire, HP23 5EP
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Registered person	Tring Community Association
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?

Tring Community Pre-School registered in 2007 having previously been running for many years under different management. It operates in a community centre situated in Tring, Hertfordshire and serves the local area. It uses a playroom with some access to the kitchen, garden and hall depending on other users of the centre. The children are accompanied to the toilets in the communal areas. There are 16 children from two years six months to five years on roll. This includes 12 funded three year olds. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and disabilities and is willing to support those who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 09:00 until 12:00. Three part-time staff work with the children. All staff have an appropriate early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are suitably nourished at snack time as there is a suitable range of fresh fruit, crackers and a choice of milk and water. They have the opportunity to try new tastes, feel the fruit whole and see it being cut into portions. Children's independence is encouraged as the younger children begin to spread the butter on their crackers and the older children use small knives more proficiently. Drinking water is freely available for part of the session to promote children's healthy growth. There is a suitable system for parents to give information on allergies and this is easily accessible to the staff.

Children's health is protected as most staff have up to date first aid training. The setting has suitable procedures and records for accidents, medication and sickness. They understand simple hygiene practices through washing hands after using the toilet and before snack. Young children are supported when beginning toilet training, either with adult help or independently.

Children make good progress in their physical development. They show delight as they play outside. They use a slide placed on the grass bank to move in different ways developing their self-confidence in their physical skills. They move with control climbing a small ladder and stepping through the large play train. Children are learning the effects of exercise on their bodies as they feel hot and take off their coats whilst practising simple races for sports day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well-maintained, comfortable and welcoming environment. Staff minimise the risks to children as they undertake formal risk assessments of the premises and informal assessments of the activities. For example, children sit on an adult chair when using the computer to ensure they are at eye level with the monitor. Staff check the premises daily and they have a suitable procedure for dealing with any maintenance problems. They have the sole use of the ladies' toilets whilst operating and some use the large hall and garden for physical play. Children use a wide range of equipment that is suitable and safe. Toys are arranged invitingly to encourage children to be occupied and make their own choices.

Children are learning to keep themselves safe as staff encourage children to use tools safely, they are reminded of the setting's rules and through regular activities which are linked to road safety. Staff efficiently evaluate and record the fire drills to ensure children are familiar with the evacuation procedures and are confident to participate. Children's welfare is safeguarded as all staff are aware of the child protection policy and know who to contact if there are any concerns. Most staff have completed some child protection training and parents are given information of the procedures if there is a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children feel valued and are developing secure relationships as staff are readily available to welcome children and parents. Children settle well upon arrival and are helped to leave their main carer. Staff discuss settling-in procedures with the parents and different plans are made to meet the individual needs of each family. The children's sense of trust is increased and well

supported through the key-worker scheme. Children are developing a sense of belonging as examples of their work are displayed well. They are interested in attractive posters and pictures including those with numbers and letters. They make the sounds of the letters for their own and staff's names. They can recognise their pegs with the use of labels with symbols and their own names. School bags are placed in their colour groups.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals as staff have a secure knowledge of the Foundation Stage including stepping stones. They use the plans and observations of the children's progress to include all the areas of learning and many of the stepping stones. Assessments of the children's progress are regularly undertaken and inform the planning for the next term. Staff are well deployed within the setting to support children's care and learning as they spend most of the time with them. Children sit in small groups with their key-worker and begin to take part in conversations during snack time. They have an adult sitting with them whilst using the computer to introduce technical language, encourage them to use the mouse and complete the programmes successfully. Staff organise the routine to allow the children valuable chances to develop their physical skills and creative development in the garden. Children pretend to drive the train and collect the tickets on the way to the seaside. Their vocabulary is extended as they talk about the platform. However, opportunities are missed for them to use the outside area to develop other areas in their learning. Children participate in self-chosen activities and games organised by the adults. They take turns and listen with care as they play sound lotto.

Children are excited and motivated to learn as staff plan interesting activities. Linked to the colour of the week, they hide silver objects around the room for children to find and collect. The role play area is changed frequently to extend children's imagination. They currently have a ship with maps of the world and a battery operated globe. Staff and children have decorated a sail and painted an anchor as they are following a nautical theme. Staff use a variety of methods to help children progress in their learning. Children are given information linked to their interests; they handle carefully the non-fiction books with high quality pictures of insects and different types of wings. Staff ask open ended questions encouraging children to think about the effects of putting the dough in the water tray. Children have time to revisit their learning, they choose their favourite puzzles and games. They extend their learning as they try to complete a puzzle more quickly. Staff challenge the children appropriately by ensuring children have suitable tools linked to their stage of development, several types of scissors help develop hand and eye control. Older children recognise their own name and sometimes the names of others as staff cover the symbols on the name cards. Children have many opportunities to count during registration as they clap for each child present. Staff use mathematical language during the activities, encouraging children to measure using jugs in the water tray and to create patterns in the peg board. Children can learn on a larger scale as they draw carefully around one of the children laying on the on the floor. They cut out the shape and use a variety of textured materials to create a mermaid.

Helping children make a positive contribution

The provision is good.

Children are beginning to understand their own needs and to respect the needs of others as emotions are discussed with books and songs. They have the opportunity to play alone or in small groups and are beginning to form friendships. They show care and concern for others, comforting their friends when they are upset. Children behave well as staff are skilful role

models, they praise and encourage the children frequently. Staff use the 'wriggle song' to help the children sit still at story time. Children begin to show responsibility as the staff gives each child a task at 'tidy up time'. Children's spiritual, moral, social and cultural development is fostered.

There is a strong and effective system to identify children's needs and to ensure they receive appropriate support strategies. A well informed and conscientious special needs co-ordinator. (SENCO) has attended recent training. This has prompted a review of the pre-school policies and as a result, the setting promotes fully inclusive practices. For example, observations are used to plan an individual approach for children.

Children are learning about the wider world as they discuss the weather and calendar during registration time. They are gaining a valuable understanding of time throughout the routine with the use of sand clocks to prepare children for tidy up time. They celebrate important events in their lives and acknowledge the festivals of others. Children are writing invitations to parents for the end of term graduation party. Children are encouraged to feel valued and free from discrimination as the play materials reflect diversity and show positive images of boys and girls.

The partnership with parents and carers is good. Parents are well informed of the children's development as they are invited to visit the session to discuss their child's progress, to view and comment on the assessment records. Some parents stated they value the information displayed on the plans. They are encouraged to be involved in their child's learning through the regular activity ideas and suggestions for outings given in the newsletter. The setting ensures parents have easy access to information as the policies and procedures are put on the community centre website and staff will send newsletters by e-mail.

Organisation

The organisation is satisfactory.

Children benefit through a generally effective organisation. Staff organise the routine to enable children to use different aspects of the hall in conjunction with other users. However, some children become listless and have difficulty in concentrating as they wait for snack time and the main hall to become free. Knowledgeable practitioners understand and follow the setting's sound policies and procedures to protect children and promote their well-being. They undertake professional childcare qualifications and a range of short courses. Information from a recent course on speech and language difficulties will be shared amongst the staff to inform their practice. The high ratio of staff to children ensure children have sufficient individual attention. The setting has a secure induction procedure. However, the documentation relating to the recruitment procedure is not fully robust and potentially restricts the children's welfare.

Leadership and management is satisfactory. Information from the evaluation of some activities and regular staff discussions are used to monitor and improve the quality of care and education. The setting receives support from the local authority and the Pre-School Learning Alliance. Staff devise the curriculum in line with the stepping stones and early learning goals although they are less familiar with the principles within the 'Curriculum guidance for the foundation stage' when evaluating the effectiveness of the provision. Overall children's needs are met.

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.

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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):

- review the operational plan to consider the routine such as snack time
- review the recruitment procedure to ensure the disqualification status of prospective employees is checked.

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):

- review the curriculum outside
- use the principles as laid out in the 'Curriculum guidance for the foundation stage' to monitor and improve the quality of nursery education.

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