

Aston Clinton Pre-School

Inspection report for early years provision

Unique Reference Number	EY235054
Inspection date	05 July 2007
Inspector	Josephine Rayner
Setting Address	Anthony Hall, London Road, Aston Clinton, Aylesbury, Buckinghamshire, HP22 5NA
Telephone number	01296 630877
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Registered person	Aston Clinton 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?

Aston Clinton Pre-School opened in 1967. It operates from Anthony Hall in the village of Aston Clinton on the outskirts of Aylesbury. It serves the local community and surrounding villages. The premises consist of a main hall, a small committee room that is used as a waiting room for parents, a kitchen, toilets and a small enclosed outside play area.

Aston Clinton Pre-School is open Monday to Friday from 09.15 to 11.45 during term times only. Sessions are also held on Mondays and Fridays from 12.15 to 14.45 for four-year-olds. There are currently 54 children on roll, which includes 43 children who are in receipt of nursery education funding.

Six staff work with the children throughout the week. Three staff hold relevant childcare qualifications and another is currently undertaking training.

The pre-school is a member of the Pre-School Learning Alliance and receives support from the Buckinghamshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children experience a wide range of physical activities and have daily access to out door play and fresh air to support their good health. Children have the opportunity to use wheeled toys or to kick balls to develop their leg muscles and to increase their co-ordination. They march up and down playing a variety of musical instruments and sing 'The Grand old Duke of York'.

Children learn good routines to maintain their personal hygiene. For instance, they are encouraged to wash their hands prior to eating their snack and after using the toilet. Staff support younger children during toileting and wipe any runny noses with tissues while older children do this independently. The hall is clean and well maintained, providing a clean environment for children and preventing the spread of infection. Children independently wash hands after messy play as clean bowls of water, soap and paper towels are supplied in the main hall. First aid resources are well stocked and kept readily available. Stringent recording procedures are in place for both accidents and the administration of medication and there are parental agreements in place, to support children's good health and care. Staff confidently administer minor first aid and ensure that the children are comforted, well cared for and parents are fully informed of the incident, this protects the children's good health.

The pre-school has ample first aid resources and two staff hold a current first aid certificate, both are present at each session, they are confident to manage minor accidents involving children. An incident of a child falling over in the outside play area was managed very well during the inspection. Children's good health and well being is protected.

Parents provide healthy snacks as requested by the pre-school and the staff provide drinks of milk or water, if children do not like their snack staff offer an alternative such as raisins, staff check children's dietary needs before giving an alternative snack, to ensure their good health and to comply with parent's wishes. Children select their choice of drinks, either cartons of milk or pour water from jugs, this promotes their independence. Children sit together and enjoy a social snack time. Children freely request water throughout the sessions and are learning to know their own bodily needs which prevents them from becoming thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and clean environment. Staff safeguard children's welfare as they have stringent security procedures in place to ensure children are unable to leave the premises. Risk assessments are undertaken before the children arrive and any hazards left by other hall users are removed.

The effective fire precautions and fire drills undertaken promote the children's safety and welfare. The children are familiar with the fire drill and describe what they should do if the whistle is blown, 'we line up and walk to the door behind the teacher.'

Children have good access to a wide range of toys and equipment which is checked daily before children use, this ensures children can play safely and protects them from harm.

All staff have a sound knowledge of child protection and have completed training. Concerns and pre-existing injuries are recorded, protecting the children's welfare. There is a detailed

written policy in place, although most of the information is very secure, it gives details of one agency no longer in force. The policy needs to reflect the current Local Safeguarding Children Board guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and settle well at the pre-school. They enjoy an extensive range of activities, which are well planned and organised. All children freely move around and are familiar with the daily routine. They are very busy and occupied through out the sessions. Children are recognised as individuals and their care needs are established in the 'All About Me Form' completed by parents before children attend the pre-school.

All children interact very well with staff, their peers and visiting adults whom they happily involve in their role play as they serve play food and drinks. During circle times children are very attentive, join in with songs and tasks such as recognising their names and names of their peers, displayed on cards by staff. As a result children are confident to speak in groups and older children enjoy helping the younger children to recognise their names.

All children enjoy the extensive range of activities on offer, and staff spend time supporting children at each activity, as a result children complete each activity and take pride in their work, building their good self esteem and pride in their achievements.

Nursery Education

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage curriculum, which enhances the children's learning. The Manager plans the curriculum for children overseen by the management committee and staff are able to identify the learning intention of each activity. Teaching is good and they take opportunities in every day situations to promote areas of learning such as letter recognition and counting. Staff regularly record observations as children undertake activities. These records enable staff to identify children's achievements and contribute to their progress. While staff are familiar with children's needs, the systems for monitoring and assessment are not yet taking full account of children's starting points to provide appropriate challenges to help them build on what they already know and can do. The committee and the manager have plans in place to rectify this.

Children play extremely well together and they are developing good relationships with both peers and adults, they understand the need to share and take turns. They have good opportunities to develop their independence by making choices, choosing and pouring their own drinks. Children listen well to stories in a one-to-one situation in the book corner and at circle time they are very attentive and enjoy the stories read to them. They enthusiastically join in with rhymes and songs; know the actions and staff enhance these by using props such as a glove puppet of a flying saucer as children sang 'Five Little Men in a Flying Saucer.'

Children have good opportunities to practice their writing skills as they have easy access to paper, pencils and crayons. They have a good range of further opportunities for mark making as they use a selection of painting materials. They skilfully undertake bubble painting and transfer the patterns on to paper. Staff encourage children to mix colours, use their imaginations to guess what colour mixing red and blue together will make, children are developing their early scientific skills and are enthralled as they make the paints change colour.

Children have many opportunities to develop their counting skills; staff develop the children's understanding of calculation and measurement. They encourage children's mathematical thinking by asking children to work out simple sums while playing domino's and number games. Children can recognise a wide selection of shapes, such as pyramids as they construct these using the 'Widgets' following the pictures on the cards. Children are able to use the computer in small groups and play with battery operated toys such as 'Bo Pops'. Staff provide ample opportunities for children to learn about the natural and wider world and the local community, the children do not go on outings but the pre-school have many visitors from the community, for example a policeman, firemen and a mobile zoo.

Helping children make a positive contribution

The provision is good.

Children have an extensive range of opportunities to learn about the world in which they live. Positive images of different cultures and diversities are depicted in play resources and plans show that activities to celebrate different festivals take place. Children's individual needs are well established before they start, how ever these are not used constructively until the children reach the nursery educational stage. The pre-school have good procedures in place to support children who have learning difficulties and trained staff to monitor any concerns.

Staff use appropriate strategies to support and encourage children's good behaviour. Children behave very well and respond to staffs requests to tidy away toy's, share and understand barriers, as staff explain why behaviour such as throwing toy's is not acceptable. Children receive rewards of stickers for good behaviour; this gives them a sense of pride and boosts their self esteem. Overall, the children's spiritual, moral and cultural development is fostered.

Parents receive detailed information about the pre-school before their child starts, this information helps them to understand how their child will be cared for, the learning and developmental opportunities the pre-school offers. Detailed information is obtained from the parents and parental agreements are sort from parents, ensuring that they agree with all aspects of their child's care. The partnership with parents is good.

Organisation

The organisation is good.

The pre-school staff provide a very welcoming environment for the children and parent's. Children quickly settle at the well planned and organised activities, which they choose freely.

There is an exceedingly high staff ratio to children; ensuring children receive close supervision and good adult support. Staff meet the required qualifications and undertake on going training to keep up to date with current legislation and new areas of learning to enable them to advance and enhance children's play experiences.

The leadership and management of the pre-school is good, staff are deployed to effectively ensure the children's safety, enjoyment and to encourage their involvement in all the activities on offer.

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

Improvements since the last inspection

At the last inspection the pre-school was asked to ensure all records policies and procedures relating to day-care are available and contain the necessary detail and to provide opportunities at snack time for children to develop their social skills.

All records, policies and procedures are kept at the pre-school and contain the necessary detail. This ensures that parent's can readily access them. Children sit around small tables all together at snack times which enable them to experience a social time while eating.

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):

- ensure the child protection policy contains the correct information for parents in line with the Local Safeguarding Children Board.

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):

- further develop systems to ensure that children's starting points are used to assist in the monitoring of children's progress and planning for their next steps.

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