

North Holmwood Pre-School

Inspection report for early years provision

Unique Reference Number	122675
Inspection date	27 June 2007
Inspector	Ann Moss
Setting Address	The Village Hall, Spook Hill, North Holmwood, Dorking, Surrey, RH5 4EG
Telephone number	01306 883502
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Registered person	North Holmwood 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?

North Holmwood Pre-School has been registered since 1984. The pre-school is managed by a committee and operates from North Holmwood Village Hall, near Dorking, Surrey. Children have access to the main hall and an adjoining smaller hall with toilet facilities available. All children share access to a secure enclosed outdoor play area. The pre-school serves the local area and children attend from the surrounding towns and villages.

There are currently 52 children on roll. This includes 12 funded four-year-olds and 23 funded 3-year-olds. The pre-school makes provision for children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school is open from Monday to Friday, term time only, from 09:15 to 12:15. Afternoon sessions are offered during the spring and summer term, depending on demand.

The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications. The pre-school is a member of the Pre-School Learning Alliance and has gained accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment. Good hygiene is reinforced through staff's knowledge of appropriate policies, procedures and routines, and children demonstrate a high level of hygiene with few prompts from staff. For example, before snack time and after visiting the toilet children wash hands. This encourages good practice from a very early age and prevents the spread of infection. There are good systems in place to ensure children who require medication receive the correct dosage according to their needs. Staff are trained in first aid. However, some first aid contents have exceeded the expiry date.

Children receive healthy snacks, for instance fresh fruit such as apple, banana and grapes, and have a choice of milk or water to drink. Drinking water is always available and staff encourage children to drink more in hot weather or after physical play. Staff take into account all dietary needs to ensure children remain healthy. Topics such as 'All about Me' focus on health and bodily awareness so children learn the need for healthy food, regular exercise and sufficient rest. This promotes a healthy lifestyle.

Children benefit from daily physical activities in the spacious hall as well as outdoors when the weather is suitable. They enjoy a good range of well-planned activities that help keep them healthy and develop their physical skills. Children use large scale equipment where they can practice balancing, jumping and climbing. Regular music and movement sessions give children the opportunity to move creatively. They show good co-ordination when playing hopscotch and throwing bean bags.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happily and settle well in the visually stimulating environment with displays of children's work, posters and photographs. Staff organise the indoor play area effectively, allowing children to move between activities safely and independently. Children select from a wide range of quality toys and resources, set out by staff each day, that provide good opportunities for imaginative play and learning.

Safety is promoted well through daily written risk assessment and the good deployment of staff ensures maximum supervision. Effective measures are in place to ensure fire fighting equipment meets with requirements. Themes such as 'People who help us' and visits from the local community Police Officer and 'lollipop lady' help to raise children's awareness of keeping themselves safe.

Staff have a good understanding of safeguarding children as they are inducted into the setting's well written policies and procedures and know how to proceed if they have a concern about a child in their care. This effectively supports children's wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enjoy coming to the pre-school and have a positive attitude to learning. Most children are confident and play happily on their own or with others. They are motivated

and engage in a broad range of developmentally appropriate indoor and outdoor activities which provide good levels of challenge and hold their interest. Staff are attentive and relationships are very good. Some children approach staff for support and most are keen to initiate conversation. Staff listen with interest and respond positively to children's ideas and questions. This makes children feel valued and builds self-esteem. Children enjoy taking responsibility and work well together to clear away toys. Staff adapt the Foundation Stage curriculum to plan activities for children under three. This ensures activities are appropriate for the age of the children.

Nursery Education

The quality of teaching and learning is good. Staff are experienced and qualified early years practitioners. They have a good understanding of how children develop and learn, and plan a curriculum that ensures children have a wide range of first hand experiences that support their learning in all areas. Written observations of children are good. Key workers have a sound knowledge of children's individual progress and achievements. However, these systems do not clearly identify children's next steps in learning for the more able children or link to planning. This leads to a lack of challenge, and impacts on how some children achieve.

Staff create a stimulating environment where work is displayed and labelled. This shows children's work is valued and gives them a sense of belonging. Staff interact very well with children, supporting their early learning by asking questions. This helps children to organise their thoughts and extend their ideas.

Children speak confidently and enjoy good interaction with their peers and adults. They use language imaginatively during role-play. The successful use of 'Jolly Phonics' means children quickly learn the sounds and names of letters. Some children know the letters in their name and are keen to practise writing. Children enjoy books and handle them carefully. They spend time 'reading' and sharing books with their friends and adults. The print rich environment help children understand that written language conveys meaning.

Most children talk about shape and size through the daily activities. Some children count confidently up to nine and beyond, recognise numerals and are beginning to use simple calculations. Children show enthusiasm and are animated as they sing number songs such as 'Five Little Men in a Flying Saucer'. Children progress well through staff's modelling of mathematical language.

Children show curiosity as they observe the weather and ask questions, for example, 'why is it raining'. They gain knowledge about their local community through topics such as 'people who help us' and visits to the fire station. They celebrate festivals and traditions such as Chinese New Year and Birthdays. Children use simple technology such as mobile phones and have daily access to a computer. Most children develop good control of the mouse and click and drag. Children use their imagination well and act out experiences in role-play, for example, on the road mat with vehicles and traffic lights.

Overall, children make steady progress in their learning and achievements given their capabilities and starting points.

Helping children make a positive contribution

The provision is good.

Children gain a sense of belonging as they hang up their coat and place items of interest on the interest table. Children are encouraged to develop a positive view of the wider world through themed activities and the celebration of a range of traditional and cultural festivals. This, together with plentiful resources, helps children develop a positive attitude to others.

Children of all abilities are given fully inclusive care by staff who encourage children to participate in the full range of activities provided. Therefore, all children have equal opportunities to maximise their enjoyment and potential. There are comprehensive written systems in place and staff are suitably qualified and experienced to support children who have identified needs.

Staff are attentive to the individual needs of the children and through communication and interaction ensure children are fully involved. Staff reinforce consistent and appropriate strategies, to help children understand right from wrong. There are good written procedures in place for staff to follow to manage children's behaviour, including any physical intervention. Children are treated with respect and are given lots of praise and encouragement to promote their self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers of children receiving nursery education is good and contributes well towards children's achievements. Parents receive good information about the Foundation Stage framework, through the setting's brochure, and complete an initial child profile for staff to base children's future development on. Staff and parents work together and share information about children's individual progress and development. Parents can take their child's achievement record home at the beginning of every term. Staff involve parents in their child's learning by giving valuable suggestions regarding activities that can extend their learning at home. Parents have opportunities to help during sessions, and accompany their child on organised outings.

Organisation

The organisation is good.

Staff organise space and resources well to ensure children gain fully from all activities. There are effective recruitment and induction procedures in place that contribute to children being protected and care for by suitable, experienced and qualified staff with knowledge and understanding of child development. Staff deployment is effective and ensures good supervision at all times. All required documentation is in place and used well to meet children's needs. Policies and procedures have been reviewed and updated but these have yet to be shared with staff and parents.

Leadership and management is good. The committee and supervisor have clear aims and defined roles and responsibilities. This ensures continuous improvement in the quality of care and education. There are effective procedures in place for the continuous assessment and development of staff. Staff work very well as a team and regular staff meetings allow them to provide a stimulating and well-balanced programme. There are good systems in place for the monitoring and evaluating of the education programme. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the recommendations made related to documentation, curriculum planning to introduce children to differing cultures, customs and nationalities and the range of teaching materials to support children with English as an additional language.

The committee and staff have worked hard to review and update the setting's policies and procedures. These are now accessible and support staff in the delivery of the outcomes for children.

Children's awareness of the wider world and of differing cultures and customs has been extended through the planning of suitable activities. Staff have now introduced PECS (picture exchange communication) as a system to support children with English as an additional language. This helps to promote equality of opportunity and anti-discriminatory practice for all children.

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 first aid contents are suitable for use
- ensure updated policies and procedures are shared with parents and staff

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):

- ensure the system used to record children's progress clearly identifies the step for their individual learning and is appropriate for older and more able children

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