

Holmer Green Methodist Church Pre-School

Inspection report for early years provision

Unique Reference Number	EY262620
Inspection date	17 July 2007
Inspector	Helen Ann Woods
Setting Address	Earl Howe Road, Holmer Green, High Wycombe, Buckinghamshire, HP15 6PX
Telephone number	01494 711341
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Registered person	Holmer Green Methodist ChurchPre-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?

Holmer Green Methodist Pre-School opened in 1968. It operates from four rooms in the Methodist school rooms, Holmer Green. The pre-school serves the local and surrounding areas.

There are currently 32 children aged from three to five years on roll. Of these 25 children receive funding for nursery education. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00 everyday and from 13:00 until 15:30 on Monday and Thursday.

Over half the staff hold appropriate Early Years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are secure and well supervised in this spacious well maintained setting. Children have access to several rooms and an enclosed garden. Good health and hygiene is maintained through implemented procedures such as efficient cleaning routines that ensure the children are protected from cross infection. Staff are trained to administer first aid and care for children sensitively if they become ill during the session. The pre-school has clear policies about children who are sick and these are shared with parents.

Children learn about healthy eating as they make choices from a selection of fruits, toast and marmite at snack time. They are also encouraged to discuss healthy foods and what they like to eat.

Children are able to help themselves to drinks of water throughout the session although they sometimes need to be reminded when they are engrossed in the activities.

The children take part in regular physical activities inside on a combined slide climbing frame and outside in the garden where they can run in and out, under and over the enormous parachute, ride bikes and scooters or go for walks in the parks and woods when taken out.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is important to staff and any obvious hazards are identified quickly. Thorough risk-assessments are carried out, and appropriate action taken to reduce the risk to children. Regular fire drills ensure children are escorted to safety swiftly in the event of an emergency. The pre-school rooms are light, bright and welcoming for children. Space is well organised within the church and surrounding rooms, however the children cannot choose to move spontaneously between the indoor and outdoor activities because the exits in the main playroom are unsafe to leave open.

Security of the premises is good which also helps to protect children from possible harm. For example, staff monitor the doors to the building vigilantly to ensure a child cannot leave unnoticed, or unwelcome visitors enter.

Suitable recruitment and vetting procedures are in place, this ensures that children are protected and cared for by adults who have appropriate experience, knowledge and skills.

Children are well protected because practitioners have a clear understanding of their role with regard to child protection issues and know how to implement local procedures. Implementation of effective systems, such as the collection of children, recording of visitors, formal and informal risk assessments, contribute to ensuring children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and settled in the pre-school. They enjoy themselves within an atmosphere where curiosity and imagination is encouraged. Children show obvious pleasure as they join in with familiar songs and rhymes. They enjoy stimulating practical activities such as

making their bear masks ready for the 'Teddy Bears Picnic' and placing furniture in and out of the dolls house. The affectionate and gentle care given by staff enables them to develop a sense of belonging and trust. Children also benefit from a range of activities outside of the setting such as exploring the woods at Mop End and growing plants in their own pre-school garden. Children enjoy the balance of activities available to them which helps them progress in all areas of development. They spend their time purposefully, for example, they paint, use their imagination as they role play in the home corner or florist shop, play with dough and sit sensibly together as they listen to stories. Planned documents show how activities are successfully linked to the Foundation Stage curriculum and the Birth to three matters framework. Children have excellent relationships with staff and each other and laugh and smile as they have fun playing and learning together.

Nursery Education

The quality of teaching and learning is good. Children's personal, social and emotional development is a strength of the pre-school. Children occupy themselves well and are motivated learners. They independently move from one activity to another keeping themselves constantly engaged. They use their initiative during play, behave very well and understand right from wrong. They form good relationships with each other, play well together and show care and consideration for others. They demonstrate good independence skills as they tidy away resources, select their own choice of collage materials and pour their own drinks at snack time. They are secure in their relationships with adults and interact positively with other children. Children are animated as they rehearse the 'Gingerbread Man' for their end of term play. They are confident and controlled as they play out their individual parts.

Children's mathematical development is good. They are very confident with numbers and counting. They count ably up to 10 and over which staff reinforce as opportunities arise. Children understand the sequence of numbers and have excellent opportunities to develop their awareness of calculation such as when playing board games and completing number puzzles. They sing number rhymes and work out how many more cups and plates are needed for all the children at snack time.

Whilst playing with the large parachute in the garden they use comparative language appropriately such as rough and smooth, before and after, in and out, and under and over.

Children select activities from available resources such as painting and sticking onto paper plates using different coloured paper. They confidently attempt to write their names on their art work and have writing materials set out during the session. However, there are limited opportunities for children to experiment with writing during role play and other activities.

The children are familiar with the daily routine and follow this well. They learn to share and negotiate, are polite to each other, staff and visitors. The staff ensure that the children are presented with a variety of activities that have regard for all areas of learning and which focus on specific outcomes. The staff collate information about the children's achievements, through observations and assessments that form the next step in the children's learning. The children's attitude to learning is positive and they play an active role in this, as they make choices from the activities offered.

Helping children make a positive contribution

The provision is outstanding.

All children within the pre-school are valued as individuals and have very good relationships with staff and one another. Their excellent self-esteem is a result of the praise and encouragement they receive from staff who value all the children's efforts. Children use sign language during circle time and when acting out the 'The Gingerbread Man' story for the end of term show. Children show care and consideration to others such as helping to put away equipment even if they were not necessarily playing with it. They share resources and are patient, for example, as they wait their turn to help themselves at snack-time. Children's spiritual, moral, social and cultural development is fostered. Staff have experience of supporting children with learning difficulties and/or disabilities and work in close partnership with parents and outside agencies to meet individual needs.

The partnership with parents and carers is outstanding and contributes significantly to children's well-being in the pre-school. Children benefit enormously from the friendly interaction between staff and parents, which is enhanced by the key worker system. Parents' views about their child's needs and interests are actively sought before the child starts at the group. A parents' rota encourages parents to help during the sessions when they can. A 'Messages From Home' box has just been started and gives parents the opportunity to inform the pre-school of activities and events that children have been involved in at home. Parents are kept well informed about how their child is progressing and developing through verbal exchanges, individual communication books, an open door policy and interviews at the parents' evenings. Parents are extremely positive about the nursery and feel that their children have made excellent progress whilst there.

Children's behaviour is exemplary; they know what is expected of them and are clear about what is right and wrong. They listen to staff and respond positively to requests. They sit quietly at circle time, line up sensibly when getting ready to go out and come in. They have an excellent understanding of the boundaries and behaviour expectations of the pre-school. They are very polite to one another, through the role models provided by the staff treating all the children with respect.

Organisation

The organisation is good.

Excellent teamwork contributes to children having fun through positive learning and play experiences. Staff are aware of their roles and responsibilities and work well together to ensure sessions run smoothly. They are vigilant to children's needs and ensure they are well supervised and ratios met. The implementation of an effective key worker system, and practitioners' knowledge about children's individual family and home circumstances, helps to secure positive relationships within the pre-school and enhance children's confidence and self-esteem.

The leadership and management of the nursery education is good. Staff work well as a team, and children's learning is promoted through established routines. Staff are efficient, professional and organise a stimulating environment in which children focus on learning through well supported, purposeful play.

Staff are supported by management through regular meetings and appraisals. They plan the curriculum together, discuss how activities went and implement systems to monitor and evaluate the effectiveness of the curriculum and the impact on children's individual progress.

Suitable recruitment and vetting procedures are in place, this ensures that children are protected and cared for by adults who have appropriate experience, knowledge and skills. Required documentation and other records that promote the health, safety and welfare of the children are in place. The pre-school 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 develop an action plan that set out how staff training and qualification requirements would be met and ensure that staff have necessary skills, experience and information about their role within the setting.

Over half the staff now have a Level 2 or 3 early years qualification and are very familiar with their role within the setting. As a result the well being, safety and progress of the children has been enhanced.

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):

- provide opportunities for children to move safely and spontaneously between the indoor and outdoor environment

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):

- provide opportunities for children to experiment with writing during role play and other 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