

# Old Windsor Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	108437
<b>Inspection date</b>	13 February 2008
<b>Inspector</b>	Sandra Laura Bates

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<b>Registered person</b>	Old Windsor Pre-school
<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?

Old Windsor Pre-School first opened in 1964. It operates from the Memorial Hall in Old Windsor Village. The pre-school have the use of a large hall, small hall, kitchen and cloakroom facilities. There is an enclosed garden available for outdoor play. The pre-school mainly serves families from the local surrounding area.

There are currently 35 children on roll all of whom are in receipt of nursery education funding. Currently no children with learning difficulties and/or disabilities, or who speak English as an additional language attend.

The pre-school opens from Monday to Friday during school term times. Sessions run from 09:00 until 12:00. Children attend for a variety of sessions.

There are currently nine staff employed to work directly with the children, all of whom hold early years qualifications, the majority of which are to NVQ level 3. The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in very clean and well maintained surroundings. They use safe, hygienic facilities to wash their hands after using the toilet or before a snack, for example, and many know why this is important. Staff monitor the conditions carefully and swiftly clear up any spillages. Children receive appropriate care in the event of an accident because staff have the training and resources to deal with such incidents. There are effective documents for recording accidents and the administration of any medications. Children are well protected from the possibility of cross infection due to the setting's clear policy for the exclusion of sick children.

Children enjoy the social aspect of the shared snack times. They sit together at tables, using place mats that they have made, and chat about the nutritional value of the foods and drinks offered to them. For example, they say that the milk is good for their bones. Children say that they have a variety of snacks that includes fresh fruit or cheese biscuits as well as foods from other countries such as popadoms and pancakes. They regularly participate in cooking activities, often linked to current themes, such as making pizzas, Easter nests or Christmas biscuits. Children ask staff for additional drinks during the sessions from a pictorially signed area of the kitchen counter. However, other than the routine practice of taking a jug of water and cups outside during hot weather, there are no arrangements for children to freely help themselves to fresh drinking water at any other times.

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

The provision is good.

The premises are warm and welcoming to children. Staff work extremely hard to ensure that the environment is bright and colourful with examples of the children's art work on display. Children stay very safe and secure during the sessions because staff risk assess regularly and monitor changing conditions to ensure that children are protected. Clear fire safety procedures and regular drills ensure that children know how to behave in the event of an emergency evacuation. Children move around the rooms with care and they understand the importance of listening carefully and holding an adult's hand when on outings away from the setting. They use safe and suitable resources that are very well maintained in clean and serviceable condition.

Children's welfare is promoted due to the staff's secure understanding of child protection procedures. They are alert to the kind of situations that may affect a child's behaviour or indicate a problem. They are confident in their ability to recognise signs or symptoms of abuse, and know the steps to take if they have any concerns.

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

The provision is good.

Children are very settled and at ease in the setting. They benefit from having the company of their parents, for as long as they need, as they come in and choose an activity table, which helps them to feel secure. Staff welcome the children warmly as they arrive. Children also benefit from the setting's practice of offering trial visits prior to placement. Information for parents includes a range of laminated pictures of aspects of the setting and the child's key worker so that children become familiar with where and how they will be cared for. The setting offers a variety of resources and activities that give children plenty of opportunities to learn

and develop new skills in a fun environment. Children are sociable and chat happily to the staff and their peers as they share ideas and talk about their families for example.

## Nursery Education

The quality of teaching and learning is good. Children are very motivated and keen to learn. Staff support children very well. They know when to intervene to help children to develop an idea, and when to allow children to take their play forward in their own way. Staff speak to children in an understandable and meaningful way so that children know what is expected of them and are clear about answers to their questions. All the staff take responsibility for planning the themes and activities. Planning is clear and identifies how children's individual achievement records are used to ensure that plans are relevant to each child. All areas of learning are included.

Children are very articulate and enjoy sharing a familiar book with their peers or an adult. They follow the written words carefully and are very aware of the flow and outcomes of the story. Children recognise their own and each other's names at registration time. Many print their own names competently on art work or on a shopping list in the role play area for example. They identify individual letters on building blocks as they build a tower, and use simple words from other languages to greet each other and to count.

Children develop a broad and varied understanding of the wider world as they explore the cultures and traditions of other countries. They make strong links within their own community during visits to the local first school to celebrate the Chinese New Year for example. They talk about people that help us such as doctors and nurses as they play with figures in the doll's house, and describe why some of the figures have sticks to help them walk. Children experiment with rice grains and food colouring and talk about the changes as they shake the bag to mix them together. They experience weather conditions such as snow and extend the fun indoors using paper snow balls.

Children count with confidence to ten and well beyond. They identify individual numbers and know what combinations of numbers represent multiples. They count as they build a tower of blocks and talk about the varying shapes of these materials. They understand the concept of more or less as they add to or take away blocks from the towers. Children weigh and measure ingredients during cooking activities.

Children take great pride in being chosen to help staff with routines such as counting the name cards into a basket at registration time. They are confident and talk animatedly about what they are doing. They spontaneously contribute their own feelings when a member of staff shows regret because a toy is broken, saying that it would make them feel sad too if it were their own. Children co-operate effectively to move the large puppet during the Chinese Lion Dance.

Children enjoy lots of opportunities to be creative, for instance making models from dough and collages from coloured rice. They make good use of the role play area, chatting to each other and the staff about the goods they are selling and how much they will cost. They show great imagination as they sit on a 'magic carpet' to fly to China, talking excitedly about the birds, stars and clouds that they may see on the way. They listen intently as the teacher describes the journey and call out the magic words to make the carpet 'fly'. Children thoroughly enjoy using musical instruments during a visit to a first school, although they do not have regular opportunities to experiment with such items in the pre-school setting.

Children use small tools, such as dough cutters, and pencils or crayons with a high degree of competency and skill. They move their bodies rhythmically as they perform the Lion Dance. Staff plan good use of the newly equipped outdoor play area during the Spring and Summer months, but there is little evidence of opportunities for energetic play within the current planning phase.

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

The provision is good.

Staff know the children very well and are alert to their individual needs and personal situations. This ensures that they are able to offer appropriate support for each child. Children develop a good understanding of the wider world as they participate in interesting activities linked to the cultures and traditions of a variety of countries. They use resources that reflect positive images of a full range of social diversity including gender, age and disability. For example, children talk about a toy figure with crutches and say that he needs the help of the doctor figure to fix his poorly leg. Parents contribute their skills and knowledge of their own cultures to the sessions. Children with learning difficulties and/or disabilities are likely to be well supported due to the training and experience of the staff.

Children generally behave very well. They show consideration for each other and respect for the wishes of the staff. They empathise with the feelings of others. Staff diffuse minor disagreements calmly using distraction to refocus children and avert problems. They offer lots of praise and positive reinforcement when children show care for one another or achieve something new.

Partnership with parents is good. Children benefit from the consistency of care achieved by close relationships between the setting and their homes. Detailed admission forms and introductory visits help to ensure that staff have the information they need to provide individualised care. Parents receive comprehensive initial information about the service, including copies of all the policies and procedures. However, the complaints policy lacks some minor detail relating only to time scales. Regular newsletters and displayed information ensure that parents are well informed about current themes and activities. The setting actively encourages parents to contribute suggestions or comments. Feedback from parents, both written and verbal, about the service their children receive, is very positive.

### **Organisation**

The organisation is good.

Leadership and management is good. The manager delegates effectively so that all staff are involved in planning procedures, and ensures that their input is valued. She is clear about the importance of effective induction procedures that prioritise the safety and security of the children. Staff appreciate the process and feel secure in their knowledge and understanding of the setting's policies and procedures. The manager and the staff operate as a cohesive team. Lots of effort goes into building links with children's next steps into mainstream school. The manager makes good use of the support offered by the local authority early years team so that staff can access relevant training to enhance their practice with children. Other professionals speak highly of the setting and its commitment to quality care for children.

Children are cared for a very well qualified staff team. Ratios are maintained and exceeded on most occasions. Considerable effort goes into organising the accommodation so that children can play safely in welcoming and comfortable surroundings. Sessions are well organised so that

children's enjoyment is not disrupted by the very efficient tidying away at the end of each morning.

All the regulatory documentation is in place and is generally very well maintained. However, the attendance register does not sufficiently accurately reflect the times of arrival and departure of the children. A comprehensive range of other supporting documentation and information underpins the service.

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

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

At the last inspection the setting was asked to update all policies, procedures and risk assessments on an annual basis. At this visit, it was evident, through discussion and inspection of documents, that policies and procedures are regularly reviewed. All are consistent with current guidance. Staff risk assess informally every day and there are annual, recorded formal risk assessments in place.

The setting was also asked to ensure that children were able to practise good hygiene procedures with regard to hand washing. Children now access warm running water, that is temperature controlled for their safety, and use individual paper towels to dry their hands after washing.

Finally, the setting was asked to develop procedures to be followed and paperwork to be completed should staff be requested to administer medication to children. There is now a clear template to be followed which includes the requirement to obtain prior written permission from parents, and a system for recording any such instances.

### **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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- investigate ways of ensuring that children can independently access drinking water at any time during the session

- ensure that the complaints policy includes a recommended timeframe for resolving any concerns
- ensure that the register of attendance clearly indicates the times of arrival and departure of children.

### **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 that planning and delivery of activities regularly includes opportunities for children to play energetically and develop their physical skills and wellbeing; and opportunities for children to experiment with musical instruments.

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](http://www.ofsted.gov.uk)