

Badger Farm Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	109984
Inspection date	26 September 2007
Inspector	Alison Jane Kaplonek
Setting Address	Badger Farm Road, Winchester, Hampshire, SO22 4QB
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Registered person	Badger Farm Pre-School Playgroup
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?

Badger Farm Pre-school opened in 1986. It operates from three rooms in Badger Farm Community Centre. The pre-school serves mainly the local area.

There are currently 27 children from two to five years on roll. This includes 20 funded three and four year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and those who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:30 until 12:00 (all year) and from 12:30 until 15:00 (spring and summer terms only).

Four part-time and two full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is assured as staff ensure that the shared premises and equipment are clean before the children arrive each morning. Although children have to be accompanied to the communal toilets, they are encouraged to attend to their own personal needs as they confidently wash and dry their own hands. Registration forms include information regarding children's allergies and dietary needs. Most staff have first aid training and permission is obtained from parents to enable staff to administer first aid or to seek emergency treatment or advice. Children are well nourished and enjoy a varied range of fruit, breadsticks, vegetables or toast at snack time. Drinks are provided regularly although children are not able to access water independently when they are thirsty.

Children develop a good variety of skills during their physical play. They enjoy the new routine which enables them to move freely between the inside and outside areas. They are able to use the outside area or the large hall to practise skills, such as climbing, pedalling, running or catching. They confidently use a wide range of small equipment to increase their manipulative skills, such as pencils, large and small brushes, rollers and cutters and are gaining in control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe and secure environment, where the entrance to the pre-school rooms is carefully monitored. Staff make good use of the available space, both inside and out, setting up resources in learning areas, such as a role play area and book corner, which enables children to move freely within the pre-school. Children confidently access well maintained toys and play materials. Staff are alert and reduce the risk of accidents by carrying out daily risk assessments on the premises and equipment. Children are protected by staff who follow effective procedures, such as recording accidents or the administration of medicines. Children and staff regularly practise evacuating the premises in the event of a fire.

Staff have a clear understanding of child protection procedures and are aware of the need to protect both the children and themselves. They keep local child protection team telephone numbers available. Staff share information about accidents with parents. They record any existing injuries which children have when they arrive at the pre-school, although they do not obtain the parents signature to fully safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with a wide range of activities which support learning in all areas. They ask questions as they play and the staff respond and interact well. Children are able to operate independently within the learning environment, confidently selecting resources and activities. They are interested and involved and enjoy their time at pre-school. The older children are allocated afternoon sessions later in the academic year when some activities are more structured.

Nursery Education

The quality of teaching and learning is good. Children are motivated to learn by the provision of the good range of stimulating resources and activities provided. Staff deploy themselves well providing support for all children. The new planning system is linked to the Foundation Stage curriculum and covers all six areas of learning. A daily focused activity clearly shows a stepping stone for learning. All staff are involved in making regular observations to help them assess children's skills, and learning needs. They know the children well. However, as the early assessment records do not clearly identify the next step in children's learning, some older children are not fully challenged in their learning.

Children are confident speakers using language to initiate and organise their play. They enjoy listening to stories as individuals and in a larger group. All children use marks to represent their ideas and some children are beginning to recognise their names. Many children count well and are beginning to recognise numbers to 10. Children use mathematical language, such as taller and shorter, as they build brick towers. They learn about shape, size and quantity through practical activities such as cooking and playing with sand and dough. Older children are beginning to problem solve as they talk about how many more pieces of apple they can have at snack time.

Children use their imaginations well in numerous play situations, for example during role play and when creating art and craft work. They explore colour and texture when painting or when using collage materials to make a special box for their mum. Children are keen to explore and investigate, for example watching the ice melt in the blue water or the custard powder become hard as it mixes with a small amount of water. Children are interested in information technology and have access to remote control toys and a laptop computer.

Helping children make a positive contribution

The provision is good.

Children are fully included in the life of the setting. Most settle well and enjoy their time at pre-school, independently choosing their snacks and confidently moving between activities. Children who find it harder to settle are well supported by staff who know them well. All children are valued and their individual needs well met. Most children have good levels of confidence and self-esteem. They show respect for each other, and are learning to share and take turns. They form good relationships with adults and their friends. Children with learning difficulties and/or disabilities or English as an additional language are welcomed into the pre-school. Children have access to a selection of resources which promote equality of opportunity, such as dolls and dressing-up clothes. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are kept well informed about the policies and procedures, topics and activities provided, through regular newsletters and clear information boards. Plans are displayed in the main classroom for parents to see, although they are not shown their children's assessment records until the final pre-school year. Parents can also access a great deal of information about early learning and other child care issues, from the information box in the front entrance. They are regularly asked for any suggestions they may have regarding the running of the pre-school.

Organisation

The organisation is good.

Children are settled and happy in the pre-school environment provided. The successful organisation of both their care and education ensures that their health and safety are assured and that they are achieving well in their learning. The room is well organised and children are able to access equipment and resources, both indoors and outside, at all times. This enables them to develop their own play and learning as they wish. A comprehensive range of policies and procedures are consistently applied. Children benefit from appropriately qualified staff who keep good records. This provides them with good continuity of care, ensures that they feel settled and secure and that their individual needs are well met. Overall, the provision meets the needs of the children for whom it provides.

Leadership and management is good. All staff and management are committed to providing care and education of a good standard. They ensure that evaluation is carried out for the focused activities and discussed at regular staff meetings. Staff receive regular appraisals to identify their training needs. The pre-school supervisor maintains good links with the management committee and attends support meetings with other local pre-schools and schools.

Improvements since the last inspection

At the last inspection, the pre-school were asked to make sure the premises are secure so that children are unable to leave them unsupervised and non-vetted adults are unable to gain access without supervision. Small locks have now been attached to the two doors leading directly into the rooms used by the children and adults using the kitchen or large hall, cannot now access the pre-school rooms.

The pre-school were also asked to request written permission from parents for seeking emergency medical advice or treatment. This permission is now routinely obtained for all children attending the pre-school.

Complaints since the last inspection

Since 1 April 2004 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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The quality and standards of the nursery education are good.

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 that children can access drinking water during the session.
- ensure that parents agree and sign the existing injuries record to fully protect the 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):

- continue to develop the assessment and planning system, to ensure that all children are correctly challenged in their learning.
- ensure that assessment records are completed accurately and regularly shared with parents.

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