

Odiham Pre-School (Leapfrogs)

Inspection report for early years provision

Unique Reference Number	110204
Inspection date	05 July 2007
Inspector	Lynne Elizabeth Lewington

Setting Address	Recreation Hall, Recreation Road, Odiham, Hook, Hampshire, RG29 1NU
Telephone number	01256 701471
E-mail	odihampre-school@yahoo.co.uk
Registered person	Odiham Community 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?

Odiham Pre-school [Leapfrogs] has been registered in its current premises since September 2000. It operates from a community building owned by the Parish Council, which includes an entrance hall, large main classroom, quiet room, large play area with kitchen, office and storage rooms. There is a grassy outdoor area at the front, a large tarmac basketball court to the side, and the building is adjacent to the local recreation ground. There are separate toilet facilities for adults and children. The Pre-School serves the local area.

There are currently 54 children on roll. This includes 43 funded three and four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs, and those who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 09:05-11:35 each morning and from 12:10-14:40 on each day of the week.

One full time and eight part time staff work with the children. Over half the staff have early years qualifications to National Vocational Qualification (NVQ) Level two or three. Three staff are 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 group has achieved Pre-School Learning Alliance accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted through activities and experiences. They enjoy growing vegetables, taking care of them and eating them freshly picked from the garden. Children enjoy their healthy snacks and know that fruit is good for them. Fresh water is available at all times and children confidently help themselves to their drink bottles. This helps children to develop their independence and think about their own personal needs. However, snack time does not promote children's opportunities for social interaction or independence sufficiently as staff serve the drinks and snacks and children sometimes sit alone to eat. The clearly displayed menu informs parents of the food offered each day. Activities, discussions and displays about healthy food actively encourage children's awareness of healthy eating. Staff gather relevant information regarding diet and take appropriate steps to ensure individual needs are met appropriately.

Children follow good hygiene routines such as washing their hands before eating and after visiting the toilet. Staff explain these activities enabling the children to develop an understanding of their importance. Appropriate care is taken to ensure tables are clean and hygienic before and after snack. Clear procedures are in place to ensure sick children are cared for appropriately until parents collect them. Staff hold first aid certificates and seek further training as required to meet the individual health needs of children in the setting, ensuring they can provide an inclusive welcoming environment to all children.

Children move confidently around the setting and use the available space well. They enjoy opportunities to run, play games and explore the play equipment in the outdoor environment developing balance and co-ordination in the fresh air. Indoors children show developing skills as they use pencils, paint brushes and undertake activities requiring hand and eye co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff organise the indoor environment effectively, allowing children to move around safely, freely and independently. However, the environment looks untidy. For example; dough trodden into carpet and glitter and pens remaining on the floor long after activities have finished. This does not promote the image of an organised environment. Children have access to a wide range of good quality toys and equipment appropriate to their age and stage of development which they access independently. Good routines and gentle reminders help children to learn about safety within the setting.

Staff implement good systems to ensure the safe arrival and departure of children, they greet them on their arrival at the door and see them off the premises. The premises are very secure and good procedures are in place to prevent children leaving and unwanted visitors gaining access. Children and staff practice the fire drill on a regular basis. This helps children and staff to become familiar with the routine in the event of an emergency. Thorough risk assessments of activities and the environment enable staff to identify and quickly address potential hazards. The attractive outdoor play space is safe for children to enjoy fresh air and play with good quality equipment that is suitable for their ages and needs.

Staff have a good understanding of the signs and symptoms of child abuse and know what action to take if they have concerns about a child in their care. This promotes children's well being.

Helping children achieve well and enjoy what they do

The provision is good.

Children are interested in the activities available and they relate well to the staff and each other. Children confidently approach staff that listen and respond attentively to them enabling meaningful relationships to develop. Children enter the setting confidently, warmly greeting the familiar adults. The well planned sessions enable children to experience a range of activities and play opportunities to develop their emotional, physical, social and intellectual development. Gathering information from parents regarding children's abilities when they join the setting enables clear records to be maintained of the progress made.

Nursery education

The quality of teaching and learning is good. Children develop good relationships with adults and other children at the pre-school. They learn to co-operate and work well together. For example, they use the parachute to work together and keep the ball in the air. Some contribute ideas to the activity. They understand the need to share and take turns when playing together. Many children independently take themselves to the toilet and put on outdoor shoes and coats.

Children enjoy books and handle them carefully, making good use of the comfortable cushioned areas. They spend time looking at and sharing books and enjoy the adults expressive story telling. Many children recognise their own names and labels around the room. Children recognise the written word as a means of communication, and they attempt writing. Children benefit from the opportunity to use sign language

as they sing a please and thank you song, promoting good communication for everyone.

Many children count confidently and recognise numbers that are important to them. They participate in counting activities and enjoy number songs and rhymes. Children have opportunities to develop their understanding of space and shape and make patterns using pegs, matching and identifying colours and quantities. Children use language identifying position and size as they play with duplo bricks and use the sand tray.

Children develop an awareness of nature as they dig the garden and grow vegetables. This simple activity provides opportunities for learning about the importance of water, mini beasts and where food comes from. Children have opportunities to use a computer and develop their awareness of technology.

Most children express themselves creatively. They enjoy singing and enthusiastically participate in the preparation for the parent's concert. Children independently use the paint and enjoy making their own creations. With the encouragement of staff they create a beach scene, sharing ideas for the items they need.

Staff show interest in the children's activity, they respond to the children appropriately, listening and extending the play and learning opportunities. They make good eye contact with the children and sit at their level promoting good communication. Staff identify the next steps in children's learning and ensure that appropriate activities are included in the plans to enable

children to progress. Staff get to know the children well and use their knowledge to encourage the children's interests.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Children enjoy a range of activities which enable them to develop an awareness of the wider community around them. Topics have included other countries; they have visited a local farm and invited visitors to pre-school including a police officer and teacher. They learn about Christmas and Easter and some cultural events. All children have access to activities irrespective of gender.

Staff work enthusiastically with other professionals to meet the needs of children. They have undertaken appropriate training and seek advice and support from the services available, including the local schools, in order to understand and meet individual children's needs appropriately.

Staff are consistent in their approach to behaviour management and use appropriate strategies to enable children to develop an awareness of right and wrong. Children's behaviour is generally good and they play well along side each other. They are learning to share and take turns in their play. Staff manage behaviour through distraction and simple explanations that are appropriate to the age and understanding of the child. Difficult behaviour is managed very patiently and discussed with parents in order to understand and plan how to promote more positive behaviour. Staff use good manners and consequently children are following their example.

Partnership with parents is good. Parents contribute information about their child. This ensures staff have a good understanding of individual needs and achievements and helps staff to build on what children already know. Relationships with parents are friendly and supportive. Parents' feel welcome and staff encourage them to become involved with their child's learning and development. For example, children can take a book home to share. Whilst informal opportunities are available for parents to discuss their child's progress some feel they do not have sufficient information about their child's progress. A clear information board provides information about the Foundation Stage and other relevant and important information.

Organisation

The organisation is good.

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

Leadership and management are good. The manager promotes the staffs development efficiently and enables them to develop their skills and interests effectively. Children benefit from the qualified and experienced staff that are very caring. They are committed to their work and undertake training opportunities to develop their skills and practice for the benefit of the children in their care. Effective systems are in place for the continual development of staff and appropriate induction process ensure new staff can contribute to the safety and welfare of the children. Suitable measures are in place to ensure that all people who work with the children are suitable to do so. Policies and procedures support the settings work providing clear information for staff and parents.

The effective management and commitment of the staff enables the children to benefit from the caring environment provided for them. Good care is taken in all areas to promote positive outcomes for all children. Good organisation ensures that all required documentation is maintained appropriately to support the good practice of the setting. Space is used appropriately in this spacious environment enabling the children to safely use different areas for different activities including the outside environment. However, general clutter and untidiness of the setting does distract from the quality of the interaction that takes place.

Improvements since the last inspection

At the last inspection recommendations were made to improve snack time to make it a more sociable occasion where children can develop their independence, and to revise and update policies.

The policies have been revised and are clear and easily available for staff and parents. Snack time remains an unsocial occasion where children do not have opportunities to develop their independence and social skills. However, the setting have identified this weakness and have plans to introduce a café style snack time.

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):

- improve opportunities for children to develop their social and independence skills at snack time.
- improve the general tidiness of the setting to provide a more welcoming 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):

- improve information for all parents regarding the progress of their 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