

The Committee of Ewelme Village Pre-School

Inspection report for early years provision

Unique Reference Number	134493
Inspection date	25 September 2007
Inspector	Susan Victoria May
Setting Address	Ewelme Village Hall, High Street, Ewelme, Wallingford, Oxfordshire, OX10 6HP
Telephone number	01491 835413
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Registered person	Ewelme Village 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 outstanding.

WHAT SORT OF SETTING IS IT?

Ewelme Village Pre-School is a committee run provision that opened in 1970 and operates from the village hall in Ewelme near Benson in Oxfordshire. The group have use of a designated pre-school room, the main hall, bathrooms and a kitchen. The children have supervised access to a secure outdoor play area.

The facility is open each weekday from 09.15 to 12 noon and until 13.00 on Mondays and Wednesdays for a lunch club, during term time only. A maximum of 24 children may attend the pre-school at any one time. There are currently 28 children on roll, of whom 19 three and four year olds receive funding for nursery education. The group are able to support children who have learning difficulties and/or disabilities and for whom English is an additional language.

There are five staff who work with the children. Of these staff, over half hold a recognised childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff follow comprehensive policies and procedures to protect children's health and to support their welfare. They follow effective hygiene practices and provide good role models for the children. Staff consider all possibilities to ensure children remain well and are not exposed to cross infection, for instance, for topic work there are often animals on the premises. To protect children; procedures include, parental consents, consideration to children's medical background and stringent hygiene practices to ensure health is safeguarded. Children are beginning to develop body awareness and to recognise their needs. For example, children often sit quietly or complete quiet activities after periods of exercise to rest and recharge batteries. Staff are sensitive to children's needs and give gentle reminders of routines to help children learn good hygiene practices, such as reminding children to wash hands before eating and after using the toilet. 'Step ups' in the bathroom and easily accessible soap and towels support the children's developing independence skills. Children benefit from effective systems to record accidents and the administration of medication. To safeguard children staff members have first aid training and there is a well equipped and easily accessible first aid box, this ensures children's minor injuries are dealt with effectively.

Staff have an excellent knowledge of the Birth to three matters framework and incorporate this within the daily routine to enhance the experiences for children under three. This means the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. Children enjoy physical exercise, participate enthusiastically in free play, and take part confidently in organised activities such as the physical play session with a good range of suitable equipment in the main hall. However, less consideration is given to providing children with the opportunity to enjoy all year round outdoor play.

Packed lunches are provided by parents for children who stay to the lunch club. Information for parents on nutritious foods is displayed on the notice board and staff encourage a healthy eating policy. Staff have a very clear understanding of food hygiene and all lunch boxes are stored in the fridge to ensure the food remains fresh. During the session children choose from a varied selection of fruits provided by the parents. Children begin to learn about sharing as the fruit is divided between them and they select what they want. Each child is provided with their own plate and cup and they pour their own drink from a choice of milk or water. Children may help themselves to water if they are thirsty during the session from a jug on a low table in the pre school room. This helps promote independence and increases bodily awareness. To further promote children's understanding of where foods come from and of what is healthy eating children regularly cook, for example, preparing vegetables and making soup which they share with parents. Snack and meal times are social occasions; enjoyed by all, this helps provide children with a sound foundation for future eating habits.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an exciting, warm, secure and safe environment where staff continually assess and minimise potential risks to keep children safe at all times. For example, staff ensure they record all visitors and times of their visits, while clear induction procedures for parent helpers ensure the children are only ever supervised by persons who are suitable to do so.

Excellent arrival and departure procedures safeguard the children's welfare. Parents enter and leave the premises only when identified by staff who answer the door bell. Staff accurately record children's attendance times and they have written permission and information about who may collect the children. There is ample space indoors for children to move and play comfortably and child-sized furniture supports them in their play. Children have supervised access to a large hall where they can ride wheeled toys and use a variety of equipment such as balls and bean bags. A secure garden area is available. Children access and use a wonderful range of suitable and safe equipment indoors, which is age appropriate and is attractively and thoughtfully set out to invite children to use. Children confidently request and self select additional resources to extend and support their play.

On the premises fire exits are clearly marked and staff and children are aware of the emergency evacuation procedures as this is practised regularly. The smoke detectors comply with the fire officer's guidelines to ensure children's welfare is maintained and all equipment is checked regularly. Staff are proactive in their approach to help children develop an awareness of keeping themselves safe. For example, the current topic of 'People who help us' includes a visit from a fireman, this positively promotes children's understanding of keeping themselves safe from harm. To reinforce this message planned follow up activities include a fire drill, role play, art activities, stories and discussions appropriate to the age of the children. When leaving the premises for any reason, for example, on a walk, staff take a small first aid kit; all children's contact details and a mobile phone. For longer expeditions the adult:child ratios are increased.

Children are protected because staff are totally committed to safeguarding them and take measures to keep them safe at all times. Policies, literature and training support staff in understanding their role in child protection and ensure they are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children achieve well and enjoy their time in the pre-school because staff effectively use their skill and knowledge of early year's guidance to enhance their care, such as the Birth to three matters framework and the Foundation Stage. Staff make extensive observations and accurately and regularly update their documentation to provide an accurate record of each child's progress. Staff provide high quality care and education for all children to develop effectively in all areas. Children arrive happy and eager to participate in the pre-school day and make excellent progress because staff recognise the uniqueness of each child. Staff take time to build caring relationships, this helps increase children's sense of trust and helps them develop their individuality. Children gain confidence and self-esteem as staff praise their efforts and achievements, encourage them to achieve and provide activities which are stimulating, fun and within their learning abilities. Staff sit with the children encouraging their participation. Children are keen to share their news and staff listen carefully, show interest and respond appropriately to their signs and gestures. Staff set out the room carefully with activities and resources thoughtfully and attractively displayed to encourage the children to use. The environment is bright and eye-catching as staff value and display the children's work and child related posters and pictures. Children are involved in a broad range of planned activities and spontaneous events, which support their development and learning. For example, during free play they confidently use a range of tools, build with large and small construction equipment, paint on the easel, and access role play resources. Planned activities such as stories and singing sessions provide opportunities for children to listen to adults and to each other as they share their thoughts and make music together singly and as a group.

Nursery Education

The quality of teaching and learning is outstanding. Children have opportunities to enjoy a stimulating range of activities relevant to their needs. They access a broad range of wonderful resources, which supports their development across each area of learning. Children are keen to learn, self assured in their play and gain in confidence as they are encouraged to try new experiences. For example, during the fireman's visit a child who was initially unsettled was, through the sensitive support of staff, secure enough to want see the fire car, listen to the siren and join in with the verbal discussion by the end of the visit. Children demonstrate increasing personal independence; putting on dressing up clothes competently for example. Children behave very well and accept responsibility for their actions. They have a secure awareness of right and wrong, and show a healthy respect for others and their beliefs. They listen intently to stories and recall favourites. Children treat books with respect; have good access to a range of books on a daily basis, a library system allows them to share the books with parents. The accessibility of reference books helps children recognise them as a source of learning and communicating information. Children have opportunities to use marks relevant to their play and older children are adept at recognising their own and others names. Children are beginning to attempt writing for different purposes relevant to their play, for example, in the role play corner. Older and more able children are encouraged to begin to write simple sentences to record their experiences. For example, of visitors to the pre-school such as the vet, lay preacher and fireman. Children use their imagination and are creative in expressing themselves, making sense of the world around them through a variety of media. They are inquisitive about their surroundings and wonder at changes they observe such as the weather, the growth of fruit and vegetables and the bounty of harvest time.

Children show an interest in numbers and counting, and use number names and number language spontaneously. They enjoy joining in with number rhymes and songs, and are beginning to complete simple addition and subtraction. They are able to select the correct numeral to represent one to five and many children can count to nine and beyond. Children say and use number names in order in familiar contexts, for example, at registration time when they count the number of children present, the number of adults and record the information on the attendance board. A sense of time is beginning to be developed as children use timers to monitor their time at an activity and follow the pictorial time line to understand the routine of the day. They anticipate what will happen next and are beginning to develop concepts of past, present and future as they discuss "what we did today" and future events such as moving house. Children follow instructions well and complete tasks wanting to please staff. Children are confident and articulate speakers, who are beginning to use complex sentences and initiate conversation with their peers and with adults.

Children are becoming confident in using Information Technology equipment. They have access to everyday technology, for example, in the role play corner where they can weigh themselves, use a calculator, 'make' phone calls and operate the till. A computer with appropriate programmes is available to them. Children have opportunities to learn about and take part in celebrating festivals that are personal to them and from their own and other cultures, such as their birthdays, Christmas, Chinese New Year, Hanukah and the Jewish festival of the harvest Sukkot. Children use their senses to explore as they participate in activities such as food tasting, experiment with media such as sand, water and dough, see changes in cookery and use art and craft materials. Children handle small tools and equipment safely and with increasing control. For example, torches, paintbrushes, pens and the computer mouse.

Staff have a thorough understanding of children's skills, interests and needs. Planning by all staff provides a good balance of adult and child led activities to allow the children to develop at their own pace. Staff are perceptive to children's interests and extend their language and thinking skills successfully through questioning and dialogue. All staff are involved in observation, monitoring and recording of children's achievements and successfully implemented evaluation practices help improve the quality of teaching and inform future planning.

Helping children make a positive contribution

The provision is outstanding.

Children are cared for by staff who work with parents to meet their individual needs and ensure they are fully included in the life of the setting. All staff have very good knowledge of each child's routine through discussion with parents, and adhere to this within the routine of the day. Children are treated with equal concern and their individual needs and requirements are valued and respected. The successful inclusion procedures and staff's effective knowledge of special needs policies, ensure children with additional needs participate fully in all activities and achieve manageable targets, boosting their self worth. Children feel a sense of belonging as staff spend time with them, listen and value their ideas and views.

Children develop self-esteem and respect for others as staff offer consistent praise and encouragement to their efforts and achievements in a setting which supports their needs and which allows them to make choices. Staff listen to children and value their views and ideas. Children become aware of the wider society and foster an understanding, through celebrating festivals and special events from their own and other cultures. Staff welcome parents support and experience with sharing their cultures. Children benefit greatly from activities and resources, which help them value diversity, such as books, puzzles, dressing up clothes and musical instruments, this fosters children's social, moral, spiritual and cultural understanding well. Children learn to respond to clear expectations for their behaviour and staff are consistent when managing boundaries. Visual clues help children remember ground rules, such as sitting, listening, looking and thinking picture in the quiet area. Staff praise and encourage good behaviour and strategies used for managing unwanted behaviour are age appropriate, suitable for children's stages of development and are discussed with parents. The children's behaviour is very good.

Partnership with parents is outstanding and this contributes to children's wellbeing and promotes continuity of care in the nursery. Staff actively seek views from parents about their children's needs and interests before the child starts at the setting, and on a regular basis through out their time there. Staff ensure that all parents know how their children are progressing and developing, through daily verbal exchanges and sharing all information and records of their child's progress. Parents are asked to be actively involved, comment on records and sign to say they have read them. Photographs, details of topics and plans displayed around the pre-school help indicate further to parents what daily activities their children are involved in and how this relates to their learning.

Organisation

The organisation is good.

Staff provide for children's care and welfare through a collection of policies and procedures that make up the organisational plan. The effective implementation of which; ensures staff offer care and attention to the children's needs helping them be happy, feel secure and enjoy

their time in the setting. Excellent procedures are in place to ensure children are never left unsupervised with persons not vetted, that ratios are maintained throughout the sessions and the correct amount of staff on duty hold suitable qualifications. This supports children's wellbeing. Staff work very well as a team and good communication allows them to provide a stimulating, well-balanced and smooth flowing programme throughout the day. All legally required documentation, which contributes to children's health, safety and wellbeing is in place and is regularly reviewed. The complaints procedure however, does not include the correct contact details for the regulator.

Leadership and management are outstanding. Children benefit from a qualified and experienced staff who are very caring. Staff are committed to attending further childcare training and development courses, which management support. This helps them to reflect, monitor and continually strive to improve the quality of the education they offer to all children. Carefully thought out and comprehensive planning provides a good balance of adult and child led activities to allow the children to develop at their own pace. All staff are effectively involved in monitoring and recording of children's achievements. Comprehensive evaluation procedures help to inform future planning; thereby contributing to the children's learning opportunities.

The provision meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last care inspection the provision were asked to ensure all risk assessments are in place and regularly reviewed. To achieve this, procedures have been reviewed and daily risk assessments to identify hazards put in place. Staff use these to check the premises daily, any identified risks are dealt with promptly. To ensure children's safety at all times risk assessments for walks and outings are completed by senior management.

At the last Nursery Education inspection there were three key issues raised. These were to provide children with additional opportunities to learn about people's differences. To provide children with additional opportunities to use musical instruments and to provide children with additional opportunities to use a wider variety of malleable materials. Topic work and the purchase of new resources along with the introduction of thoughtfully planned activities and everyday events promotes positive images, helping children begin to understand and value peoples differences. Regular use of the broad selection of musical instruments on offer allows children the opportunity to express themselves through sound and explore their creativity. Malleable materials are available daily and children handle a variety of art and craft resources and materials with increasing dexterity, for example, they have regular access to play dough.

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):

- further develop the outside area to provide more opportunities for children to enjoy outdoor play
- update the complaints procedure to include the latest contact details for the regulator

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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