



Offley Pre-School Group

Inspection report for early years provision

Unique Reference Number 146753
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Inspector Diane Mary O'Neill

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Registered person Offley Pre-School Group
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Offley Pre-School opened in 1972. It operates from a purpose built mobile unit within the grounds of Offley Junior, Middle and Infant School in the village of Offley. The pre-school serves the local community. A maximum of 18 children may attend the pre-school at any one time. The pre-school opens each week day during school term times from 09:00 until 11:30, together with a lunch club between 11:30 and 12:25 on Monday, Tuesday, Wednesday and Thursday. All children share access to secure

enclosed outdoor play area.

There are currently 30 children from 2 years 9 months to 4 years on the roll. Of these 18 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a number of children with special needs, and also supports children who speak English as an additional language.

The Pre-School employs 5 full and 1 part time member of staff who work with the children. Over half the staff have early year's qualifications to NVQ level 2 or 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 are developing and learning the importance of personal hygiene through well planned daily routines, such as washing hands after using the toilet, before having their daily snack and before taking part in cooking activities. Children benefit from healthy snacks which are contributed to by the school and the staff. Children clearly enjoy snack time and use it to chat with one another. However, their independent skills are not fully developed in activities such as pouring their own drinks at snack time.

Children explore, test and develop physical control in stimulating daily indoor and outdoor experiences. For example, learning to handle a knife for spreading butter icing in the cooking activity. Outdoor play is freely accessible so children can explore and develop at their own pace within the activities provided. For example, water play, digging in the garden and sharing a sea-saw together and using the school playing field and climbing equipment. Staff use the school hall to offer children more physical experiences with large equipment, music and movement, parachute games. The children clearly enjoy practicing for their sports day on the playing field and encourage one another with cheers and claps.

Children's health is well maintained by staff being vigilant and their ability to deal with emergencies and being prepared. For example, taking a portable first aid kit out when doing outdoor activities on the playing field. Children are also learning about the sun and its heat and why it is important to have a sun hat on to protect them from the sun. Staff have all required documentation for the recording of any accident and incidents which are signed by parents when they collect their children. Children's well-being is protected, as staff are fully aware of health, hygiene and first aid practices.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe because staff are vigilant and use thorough risk assessment to

reduce potential hazards. However, the staff are aware that the temperature rises within the portacabin during hot weather and are considering measures to take to reduce this. The staff carefully monitor visitors, meeting them, requiring them to sign the visitor's book and ensuring they are not left alone with children. This ensures children are protected. Staff achieve a good balance for the children between free exploratory play and setting safe limits. This enables them to move freely and safely between activities indoors and outdoors.

Children use a sufficient range of safe, good quality and developmentally appropriate resources. These are organised within child height furniture with labelled drawers to enable children to help themselves to play materials which develops their independent skills as well as learning to make choices.

Staff take suitable care to protect children and most have knowledge of the procedure to follow through training they have done. Information on current guidance requires updating.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and settled at the pre-school. They are familiar with the daily routines and enjoy coming to the group. They arrive happy and eager to participate in the various activities available to them. Children are beginning to build good relationships with staff and their peers, developing a sense of trust, confidence and self-esteem. They develop communication skills through good support from the staff. Children are beginning to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences. For example, they dig in the garden plot, mix butter icing in the cooking activity and play with shells, pretending to listen to the sea.

Nursery Education

The quality of teaching and learning is satisfactory. The staff have a suitable knowledge of the Foundation Stage which ensures children make progress towards the early learning goals. Although staff record activities under each area of learning, not all aspects are sufficiently covered to fully promote children's learning. It is not clear how children's achievements are recorded, link into the stepping stones, or how the information is used effectively to help staff plan for the next stage in children's learning. The play leader is new into post and just beginning to implement new systems.

Children show a strong sense of belonging as they greet each other and staff on arrival. They show and speak proudly when joining in the morning registration where colour, number and topic of the week are discussed. Children are encouraged to bring items from home which relate to the topic and colour. Children are fully engaged in their play and are able to select activities for themselves. Their independent and social skills are promoted as they interact with each other and with the staff, who ask questions that help to develop the children's thought processes as well as their conversations. For example, they talk about the clothes they are

wearing, and going on camping trips. Children learn that print has meaning through looking at books and recognising words on name cards. They have plenty of opportunities to express themselves through creative activities such as painting, collage, chalks and other mediums.

Children develop some knowledge of the world around them through topics about different countries as well as locally, such as going to post letters in the village. Although children have access to mathematical resources, their knowledge is not sufficiently developed with regard to shape, positional language and measurement. Children have opportunities to use their imagination through good play activities such as painting, playing with diggers, dolls and prams and role play such as shops, going camping and exploring. They develop their hand and eye coordination through activities such as mixing icing in the cooking activity, painting and water play. They are able to expand and develop their physical development in many ways that encourage their learning.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality. Children's behaviour is good and they have a good awareness of the behaviour boundaries that are in place at the pre-school. They also value and respect one another, cheering and praising when they practice for their sports day.

Children have good opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the pre-school, parents talking about their cultures and customs, as well as trips out within the local community. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's well-being is effectively promoted through a good partnership with parents. Parents are warmly welcomed into the group. They are encouraged to play an active role by supporting the group through the committee. This enables them to be involved in their children's learning along with informative documentation, for example topic sheets, news letter and notice board. Staff are further developing their systems for sharing information on the children's learning and progress with the parents.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory and supports the quality of the care provided. The registered person uses suitable recruitment procedures which ensure that staff are suitably vetted and qualified. However, the role of deputy currently does not meet the National Standard requirements, this is an area for the registered person to address. Staff have attended a wide range of different training courses to

support the care of children. Further courses are booked to extend this knowledge. Staff act as good role models for the children.

Staff work well as a team. The recently appointed play leader is working on further developing the systems of planning and assessment to enable more effective opportunities to challenge and enhance children's learning.

The group has good links with the local community and the local school which has beneficial results for the children. Children visit the school on a regular basis which enables them to feel relaxed and confident in this environment and this will ease their transition into school. Overall the provision meets the needs of all the children who attend.

The premises are well organised both indoors and outdoors to maximise play opportunities. Children have good opportunities to access play materials to expand and develop their learning potential.

All required documentation is in place to support the management of the setting. Some areas need reviewing and updating in line with current legislation.

Improvements since the last inspection

The previous care and nursery education inspections recommended that the pre-school have a system of ensuring all staff receive clear vetting checks. All current checks are in place and records held on staff. A procedure to deputise. Even though the present staff member has a lot of experiences the qualification is not suitable as laid down in the National Standards, this is an area for management to address. Maintaining staff records, these are now in place. Obtain regulator details within the complaints procedure. All the staff know the procedure as the local Area Child Protection Committee Guidance is now in place. Update information within the parents prospectus, information within the child protection policy, these are all in the process of being updated.

There were three key issues raised at the last inspection of education and these were, develop staff's knowledge of the early learning goals so they are aware of learning intention of activities and are able to give children clear explanations. Staff through their training have an understanding of the early learning goals and work as a team help children learn through the activities made available to them. Develop system to monitor the strengths and weakness of the setting. This is an on going system that is done through staff meetings and planning meetings. Plan activities to develop children's mathematical language for volume, size and to extend the children's knowledge of other cultures and beliefs. The area of maths still needs developing, but the children have plenty of opportunities where their learning of other cultures and beliefs has been incorporated within the daily pre-school routine and topics.

Complaints since the last inspection

There are no complaints to report.

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The quality and standards of the nursery education are satisfactory.

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 staff deployment and children's independence skills are further developed at snack time
- ensure all documentation is up-to-date, including obtaining the department of Health booklet "what to do if you are worried a child is being abused-summary"
- ensure that the deputy meets the criteria as laid down in the National Standards

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):

- opportunities to develop children's mathematical learning in shapes, positional language, space, measure and calculating
- develop planning and monitoring systems to enable further development in the next steps in children's learning
- further develop evaluation and assessment processes for recording children's progress and achievements
- further develop resources and planning to incorporate mathematical development especially in the area of shape, measures and positional understanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

