

Holybourne Village Pre-School

Inspection report for early years provision

Unique Reference Number	509542
Inspection date	09 October 2007
Inspector	Anne Gunston
Setting Address	Village Hall, Church Lane, Holybourne, Alton, Hampshire, GU34 4HD
Telephone number	01420 590556
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Registered person	Holybourne 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 satisfactory. 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?

Holybourne Village Pre-School opened in 1983, and is managed by a committee. It operates from a room within the village hall in Holybourne, Alton, Hampshire. The pre-school serves the local community, and is registered to care for a total of 26 children. Currently there are 24 children on roll. This figure includes 17 children who are in receipt of funding for nursery education.

The group opens from Monday to Friday during school term time. Sessions are from 9:15 to 11:45.

There are four staff employed to work with the children. Of these, three staff have early years qualifications to NVQ level 2 or 3. The remaining staff member is currently working towards a recognised early years qualification. The setting receives support from the advisory teacher from the local authority Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning the importance of fruit and vegetables as part of a healthy diet while at the pre-school. Staff provide a generous supply of these for snack time, and make sure that all children receive a good variety. For example, children are able to choose from banana, satsuma, carrot and cucumber sticks. Children are offered milk or water at this time, and enjoy conversations between themselves around the table. Regular physical activities take place during the session; children enjoy taking part in music and movement to Sticky Kids CDs and have opportunities to use a range of large equipment. Staff talk to children at these times, to encourage them to be aware of their bodies. For example, children are reminded that strenuous exercise raises their temperature. However, they are not able to access water for themselves during the session, to ensure they are well hydrated.

Children are developing independence in their personal care; most children take themselves to the toilet and wash their hands without the need for a prompt from staff. Staff ensure that step stools and paper towels are used in the toilet area, and place boxes of tissues within reach to encourage children to manage their own care needs. However, staff expect all children to wash their hands before snack time using one bowl of water, which puts them at risk of cross infection. Staff's practice does maintain a hygienic environment for the children. For example, they check the toilet area throughout the session, and use antibacterial solution to clean tables before serving food.

The pre-school have a policy to exclude anyone who is unwell with contagious illnesses, which protects the health of staff and children. Children are given the correct care if accidents occur, as staff hold valid first aid qualifications and maintain a well-stocked first aid box. They record accidents in a clear and confidential manner. Staff obtain the parents' signature as soon as possible, to ensure that children receive appropriate, continuous care.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children use an environment, which is prepared in advance of their arrival, and provides plenty of space for play. Children are able to move safely and freely between the hall, which is their main play area, and the adjacent toilet facilities. Staff are observant, and complete visual checks of premises and equipment each day to ensure they are safe for children's use. They maintain a comfortably warm environment, and have a sound working relationship with the management committee of the hall. This ensures that any maintenance issues are addressed within a reasonable period of time.

Staff select a range of play materials for children to choose from each day, and have systems in place to ensure that these are rotated to provide children with variety. Children are able to request additional resources, and staff will accommodate their wishes whenever possible. Children are able to access the toys, which are placed within reach on floor mats, or low-level tables. Smaller items, such as writing materials stored in drawer units are also accessible, but not labelled to help children make a choice.

The staff's secure understanding of safeguarding issues protects children. The supervisor is the nominated person and has attended relevant training; she takes responsibility for the

recording of any concerns. These are discussed with parents, who have access to the pre-school's child protection policy. Staff are clear on the procedures to follow to protect the children's welfare, should their concerns persist.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children generally settle very quickly into the pre-school routine, and become familiar with their environment. Staff offer good support to those children who take a little longer to settle; they stay with the child and try to involve them in play with other children. Children are confident in seeking out favourite staff members for reassurance; a key worker system is in place, which enables staff to get to know children well. Staff plan a balanced range of activities for the whole group of children. Staff are aware of the Birth to three matters framework and refer to this to ensure that the activities are within the capabilities of younger children.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have sound knowledge of the Foundation Stage of learning, and plan activities based on each of the six areas. The staff team as a whole completes the written plans, for a term at a time. These link broadly to each area of learning, but do not indicate how staff will identify that all areas are covered, or how activities will be adapted for individual children. Staff complete observations of children as they play, and complete an evaluation of the adult-led activities. Their knowledge of children enables them to adapt the activity, and their questioning technique during free play, to ensure that children make satisfactory progress towards the early learning goals.

Children enjoy the activities provided by staff, and most are keen to begin play on arrival each day. Children's communication skills are growing. During registration, children respond clearly and confidently to staff calling the register. They are able to sit quietly and concentrate at this time. Children are learning some self-control, and generally follow staff instruction well. This is particularly evident during activities such as the parachute game. Children become very excited, but respond well to staff who explain calmly what must be done. Children's self-esteem is growing. This is supported by staff who provide the 'special box' where children's favourite toys, a piece of work or comforters are kept safe during the morning.

Children show some interest in books, will choose a favourite story and take this to staff to be read during the morning. All children are expected to sit quietly with a book after they have helped tidy the toys away. Children handle the books carefully and appreciate this quiet time. Some children show reluctance to hand the book back before it is finished; staff expect them to do so and prepare for snack time. Children have good opportunities to recognise their written name, they self register each day, and are expected to find their name card on the table at snack time. Staff prompt children to sound out the initial letters of their names at this time. Children's writing skills are progressing; staff have implemented a system to monitor that children progress from making marks, to writing recognisable letters in their own book. Writing materials are available to children at a dedicated table, although children are not always encouraged to label their own work.

Children show willingness to use number language and happily attempt to count the quantity of children present for registration. Children see colourful, relevant number posters displayed in the hall. Staff use some incidental opportunities to promote children's mathematical development. For example, they ask children to count the number of cups needed at snack

time, and how many bounces on the trampoline. Children learn to work together as a group and wait patiently for their turn at this time. However, staff do not consistently prompt children to make comparisons, or think about the shape and size of objects as they play.

Children are learning about other cultures and traditions through planned activities and topics, such as making Chinese moon festival lanterns. Staff plan activities to develop children's understanding of their local community. Children take part in walks to a pond and woodland nearby, and meet with the vicar of the adjoining church for celebration of festivals related to their own culture. Children are learning the necessary skills to complete educational computer programmes. Staff provide good support on a one-to-one basis enabling children to control the mouse, and work their way through matching and pairing games. Children show little interest in this equipment until staff recognise that its position in the room and other activities nearby cause distraction. Children do enjoy experimenting with other interesting equipment, such as the egg timer and pencil sharpener. Staff guide children on how to use these resources effectively and safely, but do not always leave the items within children's reach to allow them to develop further understanding.

Children enjoy music, and respond well to sounds. For example, staff make effective use of an alarm to indicate tidy up time. Children immediately stop what they are doing, show respect for the resources, and help and guide each other to get the job done well. Children play imaginatively, particularly with small world figures, and role-play resources. They use a range of materials such as dough, which they use to create monsters or ghosts. Staff provide natural materials such as seed heads for art and craft. However, staff direct children on how the finished bird feeder should look, and select the colours to use. Children have limited opportunities to access resources, which enable them to express themselves spontaneously and creatively.

Helping children make a positive contribution

The provision is satisfactory.

Staff treat children as individuals. They have ongoing discussion with parents and obtain written information when children begin attending, which enables them to develop their knowledge of each child's character. Staff display some of the children's work, and ensure that other pieces are sent home to parents, which promotes children's self-esteem. Children are behaving well, and becoming aware of the need for boundaries. Staff sometimes use resources, such as the egg timer, to encourage children to manage difficult situations for themselves. Children do learn that good behaviour brings reward, and receive praise from staff for being helpful or showing good manners. Children's spiritual, moral, social and cultural development is fostered. The pre-school welcomes all children; in discussion staff demonstrate knowledge of how to ensure that children with additional needs receive appropriate support.

The partnership with parents is satisfactory. Parents receive information about the pre-school by means of the 'All About Us' booklet when they make initial enquiries. This provides basic information on the pre-school's policies and procedures, the daily routine, and Foundation Stage curriculum. Parents are assured that they can access the full set of policies on request. Parents receive information about the topic for the half term in a newsletter. They are able to become more involved in their child's learning by volunteering to work at the pre-school for a session. Staff give verbal feedback to parents at the end of each day; parents are comfortable with speaking to their child's keyworker or any member of staff. They are able to request a meeting with staff to discuss their child's progress at any time.

Organisation

The organisation is satisfactory.

The pre-school maintain staffing levels at all times to provide children with appropriate levels of supervision and support as they play. The staff team work well together, and are clear on their individual roles and responsibilities. There is frequent communication between staff and members of the committee to discuss issues relating to the provision of care and education. There are satisfactory systems in place to recruit new staff to the team; references sought include a criminal records check to ensure that staff are suitable to work directly with children. The setting meets the needs of the range of children for whom it provides.

All necessary policies and procedures are in place, and retained for the correct period. However, these documents are not stored on-site, and therefore not immediately available for inspection. The pre-school are unaware of their responsibility to notify Ofsted that alternative storage arrangements exist. In addition, the pre-school have failed to inform Ofsted of changes to members of the committee, which is a breach of regulation relating to this National Standard. However, in practice children's safety and well-being is maintained. Documentation can be retrieved from storage within a short period of time. Members of the committee do not have unsupervised access to children.

Leadership and management are satisfactory. There is an annual appraisal system in place to address issues relating to staff performance, and identify any training needs. The supervisor and staff welcome advice and guidance from early years professionals, who visit the pre-school each term. In addition, regular staff meetings take place; these are used to discuss planning, individual children, and the organisation of resources and equipment. These discussions ensure children are currently making satisfactory progress, and identify that adjustments are planned to the daily routine in future to provide children with greater levels of choice.

Improvements since the last inspection

At the last inspection of care, the pre-school agreed to ensure that the registration record included times of arrival and departure, and that records of visitors to the pre-school are kept. With regard to the provision for nursery education, the pre-school agreed to evaluate activities and planning to ensure consistency across all areas of learning. In addition, they agreed to increase opportunities for children to use information and communication technology, and provide more opportunities for children to progress their skills relating to shape and comparison.

The pre-school created an action plan to deal with the issues raised at the last inspection. Amendments to the records of attendance were made; parents are expected to sign their child in and out of the pre-school. This record supplements the daily register taken by staff within a short time of children's arrival. All visitors to the pre-school record their details in a visitors log and must give proof of identity. If children require medication while at pre-school, documentation is in place to obtain parents' instructions and obtain their signature to acknowledge when it has been administered. These systems protect the safety and welfare of children attending.

With regard to the provision of nursery education, the pre-school now complete evaluations of specific, adult-led activities. This evaluation does not extend to ongoing provision. A computer has been purchased; it is available to children every day although children make little use of this without prompting by staff. The curriculum plans show that activities are planned to increase children's awareness of shapes, and encourage them to calculate and compare using number.

For example, children use resources such as Linking Elephants, and take part in planned collage activities where they are asked to look at basic shapes.

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

On the basis of the evidence collected on this inspection:

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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 children are consistently taught good hygiene practice
- ensure children have access to drinking water at all times
- ensure arrangements for storage of records relating to the provision are agreed by Ofsted
- ensure Ofsted is notified of changes to individuals related to the provision

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 plans are sufficiently detailed to show how individual children will be enabled to make progress
- review the balance of adult and child-led activities to ensure children are able to be creative and imaginative in their play
- review the organisation of the daily routine and resources to encourage children to make independent choices about their play.

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