

# Broad Oak Pre-school

Inspection report for early years provision

---

<b>Unique Reference Number</b>	109390
<b>Inspection date</b>	19 September 2007
<b>Inspector</b>	Fran Fielder
<b>Setting Address</b>	Broad Oak Village Hall, Burwash Road, Broad Oak, East Sussex, TN21 8SS
<b>Telephone number</b>	01435 864326
<b>E-mail</b>	
<b>Registered person</b>	Broad Oak Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding. 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?

Broad Oak Pre-school opened in 1969. It operates from two rooms in the village hall, on the main road through Broad Oak. There are toilet and kitchen facilities and a fully enclosed outdoor play area. The group serves families from the local community and surrounding villages.

The group is registered to care for a maximum of 30 children at any one time. There are currently 29 children, aged from two to four years, on roll. This includes 15 children receiving early years educational entitlement. The setting has experience of caring for children with learning difficulties and disabilities and they make provision for those who speak English as an additional language.

The pre-school operates Monday to Friday during school term times. The group is open from 09.30 until 14.00 on Tuesdays and Wednesdays and from 09.30 until 12.30 on Mondays, Thursdays and Fridays. Children attend for a variety of sessions.

Eight members of staff work with the children and of those, five have a recognised early years qualification. An administrator provides support for the business management of the group. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children benefit from a wide range of activities that support their physical development. They love action songs, such as 'Head, shoulders, knees and toes' and dance expressively and energetically to a range of music. They strike dramatic poses as the tone of the music changes and join hands to dance together. They are extremely competent when playing basketball and throwing beanbags into hoops showing excellent hand and eye co-ordination. When using the climbing frame children skilfully move over and under the equipment. They manoeuvre wheeled toys carefully into the 'garage' for petrol and skilfully 'park' their vehicles after collecting their parking tickets.

Children play in a clean environment where staff's excellent practice prevents the spread of infection. Staff support potty training and wear gloves when changing nappies. Children quickly learn the importance of good personal hygiene through extremely effective daily routines. They automatically wash their hands after visiting the toilet and understand why. Children learn how to brush their teeth properly and a visiting dentist supports their understanding of how to keep their teeth and gums healthy.

Children enjoy an excellent variety of healthy snacks, such as fresh and dried fruit, cucumber, tomatoes and crackers. This encourages children to develop good eating habits. The rolling snack bar allows children to choose when and what to eat. Even the very youngest collect their own plate and cup and pour their own drinks. This develops their independence and self help skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children play in a bright, spacious and very welcoming environment. The superb layout of the hall, with constant access to the outdoor play area, allows children ease of movement around the setting. There is an excellent range of resources. Children find these stimulating and staff use these skilfully to support children's learning.

The premises are very secure and staff check all areas daily to ensure children's safety. Visitors sign in and wear badges. Staff are vigilant and challenge anybody they do not know. New children use a rope with circular handles to allow them to walk as a group through the nursery; a very valuable strategy to prevent bumps and trips as children's natural curiosity means they do not always look where they are going. A high adult to child ratio ensures children's safety and support at all times. All outings are risk assessed beforehand ensuring staff are aware of any potential dangers.

Staff have an excellent understanding of child protection issues. They know the signs and symptoms of abuse and understand the procedures to follow if they have concerns about a child in their care. This safeguards children's welfare.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children love every minute they spend at pre-school. Just like the staff, children are happy, confident and enthusiastic. Relationships between staff and children are wonderful as staff focus on children's needs and enjoyment at all times. Staff skilfully integrate the 'Birth to three' framework and take account of the differing needs of children under three years. The way in which staff plan interesting and achievable activities, indicates an exceptional knowledge of child development.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff are enthusiastic and talk passionately about their work. They have an excellent understanding of how children learn. They plan a range of activities that give children a positive learning experience. They think about individual ability and make every challenge achievable. This means children develop a real thirst for learning and a willingness to try new things. Regular observations allow staff to build on what children know and ensure continued progression.

Children are extremely confident and highly motivated. They concentrate well and spend lengthy periods planning and playing games together. They are independent and like to take on responsibilities. They are very keen to help the younger children by showing them around the setting.

Children speak very confidently within the group. During circle time, they talk about the items they have brought in to show others. Staff introduce new vocabulary that children immediately begin to use by referring to another child's bear as being 'soft' and 'cuddly'. Children love to share books and regular visits from the librarian ensure they develop a keen interest in stories. They enjoy learning the sounds of letters as they sing and join in the actions for each letter. Their early writing skills are enhanced due to the numerous opportunities for mark making in every day activities.

Children count competently and spend time sorting and matching dinosaurs by colour, shape or size. Children use mathematical language naturally in their play and staff reinforce this. Staff support early calculation skills by asking 'how many more?' or 'do we have enough?' Children draw round shapes and numbers making them a familiar part of everyday life. Songs such as 'One, two, three, four, five, once I caught a fish alive' make numbers fun and encourage an understanding of digits.

Children's fine motor skills are excellent as they use a range of small tools. They show excellent control when using scissors. They are very confident when using a computer and learn how to use cassette recorders. Visitors and outings broaden children's understanding of their local environment. Dentists, paramedics and ambulance crews visit as part of the children's topic on 'People who help us'. At a local organic farm, 'The Hen on the Gate' they collect fresh eggs. At Blackberry Farm, they see calves, feed lambs and have fun watching the chickens and peacocks. They hunt for minibeasts and go on nature walks.

Children become very involved in role-play. This activity is a firm favourite and staff interact extremely well helping children extend their ideas. Children love to paint and enjoy using a variety of materials to create collages. They listen and dance to a range of music and enjoy listening to African drums played by visitors.

## **Helping children make a positive contribution**

The provision is outstanding.

Staff gather detailed information about the children before they start at the group. This ensures they have a clear picture of the child's own culture. Staff value individuality and encourage children to find ways to do things that suit them best.

Children learn about similarities between their culture and those of others. When making Diya lamps during the Hindu festival of Divali or Menorah, the seven branch candelabra used during the Jewish festival of Chanukah, children talk about the use of candles in their own culture. Children visit the talking newspaper to learn how tapes are made for people with vision impairments. They mix with children who have physical disabilities and learn about wheelchairs and crutches. This helps children understand that different people have different needs but all are valuable within society.

Children behave beautifully and the routines, gentle reminders and positive strategies help children understand acceptable behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Staff welcome parents into the group and they can stay to settle their children for as long as they wish. Staff ask parents for feedback on the running of the group and, where possible, act on the suggestions made. Parents receive valuable information about all aspects of the pre-school. A parent file gives a wealth of information about the Foundation Stage funding, childcare vouchers, local support groups and much more. Staff give parents ideas of how to support their children's learning at home. They are asked, for example, to take items to the recycling point with their children. Regular consultations ensure parents can contribute to their children's assessments.

## **Organisation**

The organisation is outstanding.

Leadership and management are outstanding. The chair of the committee and the supervisor are passionate about the setting and its role within the community. They work exceptionally well together and are totally committed to providing first class care and education. They are proactive and look for innovative ways to improve the service. Teaching is carefully monitored through observation and careful evaluation of the activities.

Management value the staff highly and actively promote professional development. The induction programme ensures staff have an excellent understanding of their role. In service training days are organised every term so staff can build their knowledge of good practice in care and education. Under the guidance of the talented supervisor they work very effectively to provide a stimulating and well-balanced programme.

All children receive excellent support to make them feel secure and confident. Good routines ensure each child benefits from one to one work with an adult who knows them well. All required documentation required to ensure the smooth running of the group is in place. Well-maintained records support and promote children's welfare. The nursery meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection, the group were asked to reorganise snack time, to review policies and procedures and to devise effective behaviour management strategies.

After trying several systems, staff have set up a snack area that is manned at all times. Children decide when to have their break and often choose to sit with friends making it a very social occasion. They get their plates and cups and help themselves to food and drink. This means they do not spend time waiting for food and drinks and gives them greater independence.

All policies and procedures have been reviewed and now fully reflect practice within the group. Staff have a very good understanding of all procedures, which supports children's welfare.

Staff have had training in behaviour management. They have devised a range of positive strategies to which children readily respond. This create harmony within the group as children learn what is expected.

At the last education inspection, the group were asked to give children more opportunities to look at maps and learn about other cultures. They were also asked to continue to increase staff's knowledge of the stepping stones and to monitor and evaluate the teaching.

Staff have a calendar that details the festivals from many different religions. They are enthusiastic and plan a wide range of activities that help children understand other cultures and learn to appreciate diversity. Children regularly look at local maps and create their own plans. This helps them understand their own environment and recognise features of their community on maps.

Staff's knowledge of the stepping stones is very good. All staff are involved in planning and have had training. This helps them understand the stage of development of the children in their key worker group. Their detailed knowledge means they can plan effectively for children's next steps. The supervisor regularly observes practice and evaluates the activities to see what went well and any areas for improvement. This supports children's intellectual development.

## **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:

The quality and standards of the care are outstanding. 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 MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

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

### **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](http://www.ofsted.gov.uk)