

Brize Norton Village Pre-School

Inspection report for early years provision

Unique Reference Number	134449
Inspection date	05 July 2007
Inspector	Rosemary Davies
Setting Address	Elderbank Hall, Station Road, Brize Norton, Carterton, Oxfordshire, OX18 3QA
Telephone number	07980 488416
E-mail	
Registered person	Brize Norton 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 inadequate - notice of action to improve. The registered person does not meet 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?

Brize Norton Village Pre-School opened in 1994. It is a registered charity managed by a voluntary committee of parents, whose children attend the pre-school. The pre-school operates from the village hall in Brize Norton, Oxfordshire and serves the local rural area. Children use the main hall, which has ready access to an outdoor play area and nearby play park. The pre-school opens each week day during school terms. Sessions run from 09.00 to 12.00.

There are currently 24 children from two to under five years on roll. Of these, 18 receive funding for nursery education. The pre-school supports children with learning difficulties and disabilities. Children attend for a variety of sessions.

The pre-school employs three staff to work with the children, of whom two have appropriate early years qualifications at Level 3. Support is received from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about healthy eating as they try different fresh fruits at snack times. Staff encourage them to try new flavours and discuss what is good for them during other activities that focus on healthy eating. Children tend their own vegetables and soft fruit on the pre-school's allotment. They show understanding that fruits, such as strawberries, cannot be eaten until ripe, 'or you get tummy ache'. Children help themselves to fresh water as needed, although staff do not encourage them to take extra fluids after exercise. Children know they wear sunhats to protect themselves from the sun, when it shines.

Children use the adjacent outdoor area for regular exercise and get lots of fresh air. They develop physical skills well in climbing and balancing through regular use of the challenging equipment in the nearby play-park. Staff give good support to younger children to develop skills in throwing and catching but do not set harder challenges for the better co-ordinated children.

Children learn good personal hygiene routines, knowing they must wash their hands before cooking, for example, and why. Staff offer good examples by showing children that they wash their hands thoroughly, too. Children's good health is maintained by staff doing all they can to eliminate the dangers of cross-infection. They make parents aware of when children must not attend, owing to infectious illnesses. They take care of children appropriately if they sustain a minor accident, recording these appropriately. They give medicines only with parental permission, although parents do not sign to acknowledge that they know medication has been given and parental permission is not sought for emergency medical care or treatment.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children play in a suitable playroom, making full use of the available space both indoors and outside. Their learning is extended well through use of other facilities such as the pre-school's allotment and use of village amenities. Staff create an inviting environment, with bright displays of children's work; activities and equipment are readily available at child height. Equipment is suitable and checked regularly to make sure that it is in good condition. Spacious storage facilities are organised well. Staff carry out daily checks, indoors and out, to make sure the premises are ready for the children's use. They supervise children closely when on outings, such as to the allotment. Suitable fire prevention precautions are in force and an effective emergency evacuation procedure is practised regularly.

Children's safety is not guaranteed, however. Security is inadequate with visitors able to enter unchallenged at the start of sessions. The attendance register is not kept properly, as names of all persons looking after the children are not recorded in full. Children's departure from the hall at the end of sessions is not recorded; all of which puts children at risk. Staff understand their responsibilities for safeguarding children and most staff have recently updated their child protection training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy learning through play when in this pre-school. Staff make good use of the Birth to Three Matters guidance to plan suitable activities for the youngest children. Children use their senses to explore and find out about the world around them, such as through mixing paints to create different colours. During such activities, they concentrate well for long periods. Some adult led activities are not well matched to children's levels of development, however, and their attention drifts, as they are required to do things they do not understand. Staff are kind and caring towards the children, praising their efforts often, which boosts confidence. Children's welfare needs are met, although they cannot decide for themselves when they wish to eat their snack.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a secure understanding of the Foundation Stage of children's education and children make satisfactory progress towards the early learning goals overall. Staff plan a suitable learning environment in which children move around freely making their own decisions about what to do and for how long. Staff interact well with children during these 'free-play' activities and question them effectively to extend their learning. Too much of the session is spent in group activities however, which are not always carefully matched to children's individual learning needs. These are over-directed and based too much on expected end products which inhibits learning. Such activities are not based in first hand experiences. Children are asked to make collages or draw fruits, for example, without being able to see and handle what they are expected to represent.

Children progress well in gaining new vocabulary, hearing words such as 'ingredients' and 'recipe', because of well chosen topics. They discuss their home lives happily, benefiting from the favourable adult to child ratio, which helps the development of conversation skills. Children use a wide range of tools and implements, which underpins their ability to make marks and write, through improving their hand and finger dexterity. Children learn to love books, with adults often being on hand to read stories when asked; many children choose to take books home.

Children thoroughly enjoy many of the activities and experiences offered. They are keen to visit the allotment, for example, learning which plants are 'weeds' and watching in fascination as a nest of ants is revealed. They know not to touch these but that it is all right to handle snails. At such times, children's interest is sustained and they are purposefully engaged. However, there are too many occasions during sessions when children's time is wasted, such as all lining up together to wash their hands. There are frequent 'change over' times when activities are not ready and again, time is wasted.

Staff observe children regularly and accurately. They make good use of assessments to plan many appropriate activities, which cover all six areas of learning. However, activities remain the same throughout the week with little change in presentation. This leads to some children, particularly the older or more able, becoming disinterested. When busily engaged, children share and take turns well, with some beginning to play together and build joint models with construction toys.

Helping children make a positive contribution

The provision is inadequate.

All children, including those with learning difficulties and disabilities, receive a warm welcome in this pre-school. Staff work with outside professionals to make sure specific needs are met, providing much one-to-one support and helping the transition to the next stage in care and education. Children's differing backgrounds are acknowledged and children see positive images of the differing families in modern society. Children's spiritual, moral, social and cultural development is fostered.

Children are treated equally. They behave well when busily occupied and when they know what is expected of them. Sometimes they become restless, however, particularly during change over times when the next activity is not ready or when waiting in queues. The partnership with parents of children receiving nursery education is satisfactory. Parents receive a wide range of information about the pre-school, including regular newsletters. Many help on the parent-helper rota, so see at first hand their children's play when in the pre-school. Parents' views about their children's learning are not always incorporated in assessments. Parents receive details of the regulator, Ofsted, should they wish to make contact. A written complaints procedure is in place, however, the complaints log has not been maintained, which is a breach of regulations.

Organisation

The organisation is inadequate.

The committee works hard to support the pre-school. It oversees the recruitment of suitable staff, who are cleared to work with children, and provides valuable support through fundraising and promoting the parent-helper rota. Staff make sure that adults who help in the pre-school, who have not been police checked, understand what they can and cannot do. Required adult to child ratios are maintained. A full range of policies is in place and in the process of being updated, which is somewhat overdue as not all reflect the October 2005 legislation. Stipulated procedures are not always followed, however, such as keeping the register properly. Not all paperwork is kept on the premises in the secure cabinet, so is not readily available for inspection; this is a breach of regulations. The certificate of registration is displayed prominently and Ofsted is kept regularly informed of changes to the committee. Staff undertake training to keep their knowledge and skills up to date.

The leadership and management of nursery education is satisfactory. Staff work hard as a team to set up a suitable care and learning environment each day. They meet regularly to plan activities and interesting topics. However, the Self Evaluation Form is not used effectively to identify the pre-school's strengths and weaknesses, including for nursery education; much of the evidence provided is outdated. No dates are set for future reviews. Sessions are not managed effectively particularly change over periods. Owing to the breaches in regulations and poor security, the pre-school receives a judgement of 'inadequate'. The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection for care, the pre-school was required to address two recommendations relating to the child protection policy and to the promotion of cultural diversity. Both issues have been addressed successfully. At the last inspection for nursery education, the pre-school was required to incorporate children's work more fully in wall displays. This has also been addressed, with children's art work displayed prominently within the playroom.

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

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, the registered person **must** take the following actions:

- further ensure children's safety by making the premises secure and keeping the daily record of children's attendance accurately, recording who looks after them in full and marking children out as they leave the premises
- keep a record of complaints relating to the National Standards and any action taken
- ensure that all records relating to day care activities are readily accessible and available for inspection at all times

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- organise sessions so that children's time is always used productively
- plan a programme of learning that places more emphasis on child-led learning rather than adult-directed outcomes, so that individual children's learning needs are met
- make more effective use of evaluation to identify the strengths and weaknesses for the nursery education offered.

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