

# Border Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	224049
<b>Inspection date</b>	20 September 2007
<b>Inspector</b>	Kathryn Mary Harding

<b>Setting Address</b>	Llanymynech Village Hall, Station Road, Llanymynech, Powys, SY22 6EE
<b>Telephone number</b>	01691830565
<b>E-mail</b>	
<b>Registered person</b>	Border Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Border Pre-School opened in 1985 and operates from one main room in a purpose-built building. It is in the LLanymynech village hall. A maximum of 24 children may attend the setting at any one time. The setting is open each weekday from 09.15 to 18.00 for 50 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 47 children aged from two to under five years on roll. Of these, 30 children receive funding for early education. Children come from a wide catchment area. The setting currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs nine members of staff. Of these, eight hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children are cared for in a warm setting where they learn the importance of good personal hygiene through the daily routines. Children are reminded to wash their hands, after going to the toilet and before eating, so helping to prevent the spread of infection. They know they have to wash their hands as there are germs on them. As they independently access tissues they know to dispose of them in the bin. Good nappy changing procedures are in place, so helping to reduce the risk of cross-infection.

Children begin to understand the benefits of a healthy diet as they are offered home grown or organic snacks, such as fruit and vegetables. They have a snack menu showing the healthy food options children are offered. They learn about healthy living as they have topics on 'Our Bodies' and discuss unhealthy and healthy foods at snack time. They can access fresh drinking water throughout the day, so enabling them to deal with their own care needs.

Children enjoy a wide range of activities which contribute to their good health. There are activities to help them develop control of their bodies such as a climbing frame, balls and trikes. They can access a wide range of equipment such as construction sets, mark making equipment, threading and small world play to help develop their fine manipulative skills.

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

The provision is good.

Children and parents are warmly greeted by staff on arrival, giving the children a sense of belonging and making them feel valued. Parents freely chat with staff and stay to settle their children. The room is bright, airy and made more welcoming to all, as children's artwork, photographs and posters are displayed on the walls. At child-initiated times children independently select activities from a wide range of toys and resources that are of good quality, meet safety standards and are regularly checked and cleaned.

The rooms are checked prior to the children arriving and daily written risk assessments are undertaken. Safety precautions, such as socket covers and high double locks on the entrance door, are in place. Outside is enclosed and children can play with a wide range of toys and equipment on a safety surface. They learn how to keep themselves safe as they have had a road safety officer into the setting to talk about safety when outdoors and have visited the fire station in Wrexham.

Staff have attended child protection training and this is regularly updated. However not all staff are fully familiar with all aspects of child protection matters.

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

The provision is good.

Staff offer reassurance and comfort to younger children as parents leave. They take part in a good range of stimulating activities and play opportunities, which they find interesting and enjoyable, such as exploring in the coloured spaghetti and hiding the creatures. Staff know the children well and cater for their individual needs well through the key worker system. Children in the setting develop good relationships with staff and each other, as they freely approach

staff and excitedly say they are making a fire engine. They learn to share and take turns when playing with the trains and when threading the play food onto the string. Children concentrate well on activities, such as when they draw their faces from their image in the mirror. They enjoy their time in the setting and staff have fun as they join in with activities, as they play with the parachute, giving them a sense of belonging and making them feel valued.

The 'Birth to three matters' framework is effectively implemented for younger children. Staff observe children as they play and records of these observations are stored in their individual learning stories. Plans link to aspects of the framework and are informed by children's observations and assessment, so ensuring children's progression.

#### Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Children show an interest in what they are doing and staff support them very well in their play, making children feel valued.

Staff are willing to attend training and have a good knowledge of the Foundation Stage. Plans link to the six areas of learning and the stepping stones. However, activities for children are not always adapted so the focus activity does not always sufficiently challenge all the children in the group. Incidental and planned observations are undertaken on the children and these link to assessments and into planning the next steps in children's learning.

Children behave well, with staff continually praising and encouraging them, so enhancing their self-esteem. At child-initiated times children choose what they want to do from the wide range of resources, so encouraging their independence. They play very well together as they talk about the different wild animals. They concentrate well as they paint their pictures. They take turns to talk at circle time and welcome new children with an hello song.

Children are encouraged to recognise their name at snack time so encouraging their recognition of print. As they visit the opticians they are encouraged to look at the letter chart. They can access books, which they freely do and share with each other and staff. They listen well to stories as adults point to the pictures and talk about the story, so encouraging their interest in books. They confidently talk in small and large groups. They can mark make as they access a wide range of mark making resources. As adults show children the musical instruments they explain what they are called so introducing new words, such as tambourine and claves.

Children gain confidence in using and recognising numbers during the daily routines and respond to challenges to extend their mathematical vocabulary in planned and spontaneous opportunities. They have opportunities to count, as they count the number of children at the table and find the corresponding numeral from the number line on the wall. They are encouraged to solve simple number problems, as staff ask them how many more cups do they need. They look at shapes as they recognise they are sat at the circle table. They learn about positional language as they make the parachute go up to the sky and down low.

Children talk about their families and important events in their lives, as they say their friend has gone to big school now. They talk about their birthday yesterday and what happened last night, so gaining a sense of time. They explore and investigate as they play in the coloured spaghetti and sand. They become aware of the world around them as they go to local church to attend the flower festival. They plant shrubs in the community garden and learn to care for living things as they feed and clean the fish. They can access a computer with educational programs linked in with the theme of 'Our Bodies' to consolidate their learning.

Children's physical skills develop and improve through a variety of experiences. They move confidently around the room, waving their scarves. They enjoy playing outdoors with the balls and bean bags. They access a wide range of small equipment to develop their fine control skills, such as threading the play fruit onto the string and constructions sets.

Children have opportunities to play imaginatively in the opticians, hairdressers and home area. They style the dolls hair in the hairdressers and try on different pairs of glasses in the opticians. They talk about the different colours of apples and the clothes they are wearing. They use their senses as they talk about what we use our ears for. They talk about what different fruits taste like and use words to describe them such as crunchy, squidgy and shiny. They sing an Austrian song with actions, so encouraging their recognition of rhythm. They access musical instruments and listen to the sound they make. They enjoy playing them as they sing nursery rhymes.

Good systems are in place to care for children with learning difficulties or disabilities, including liaising with parents, outside agencies and ensuring individual plans are in place. Overall, children make good progress in all areas of learning.

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

The provision is good.

Children are valued, listened to and respected as individuals. Their awareness of the wider world is extended as the setting have a range of activities, toys and resources to positively reflect diversity. They do related activities linked in with different festivals, such as food tasting and have dual language signs around the room. They look at people's lifestyles to help children understand about differences. They take part in local events, such as the Flower festival, so the children become aware of their environment.

Systems are in place, such as individual education plans and staff liaise very closely with parents and external agencies to effectively promote children's learning and welfare. They ensure through the care provided, that they are inclusive to all children.

Staff have a consistent, positive approach to managing children's behaviour. As a result children behave well and understand what is expected of them, as they are given explanations why the behaviour is not acceptable. Adults act as good role models in their behaviour towards each other, so setting a good example. Good behaviour is encouraged as the staff give lots of praise and encouragement to the children for their efforts. At snack time good manners are encouraged and kindness and respect is promoted so children relate well to each other and learn to have consideration for others. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff, parents and external agencies all work together to meet each child's needs. Parents have access to information about the educational programme. They are encouraged to share information about their child's interests as they complete a 'Getting to know you sheet'. Staff sometimes give parents useful sheets and ideas to continue their child's learning at home. They can also talk daily with the child's key worker. An informative notice board containing what the children are doing in the session is available, so ensuring parents are fully aware of topics and projects. Parents spoken with commented very positively on the setting, stating that staff are very approachable, friendly and their child is very happy in the setting. A complaints procedure is in place and parents are made aware of the procedure to follow if they wish to raise any concerns.

## **Organisation**

The organisation is good.

Leadership and management of the setting is good. Staff clearly know about their roles and responsibilities, so helping to ensure that the planned activities are interesting to the children. They regularly evaluate the sessions to look at further improvement and meet regularly to discuss issues that have arisen and disseminate information gained from courses attended. They assess their overall strengths and weaknesses and have an action plan in place to demonstrate how they intend to move forward. They have appraisals to ensure they are all working effectively to meet the children's needs. Staff have a good range of resources to promote children's progress in all areas of learning.

The staff are supported by a strong committee. The registered person uses effective recruitment procedures which ensure that all staff are appropriately vetted and qualified. All of the required paperwork is well-organised and an informative operational plan is in place. However thorough induction procedures are not in place.

Staff are approachable, caring, keen and work very well together as a team to promote children's health, enjoyment and achievement. They attend regular training so, demonstrating a commitment to developing their practice. Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them well informed about the service and their child's activities. This contributes to continuity in the children's care. Overall, the children's needs are met.

## **Improvements since the last inspection**

At the last inspection staff agreed to: ensure nappy changing procedures follow environmental health recommendations; ensure that all staff are CRB checked and information held on file; ensure that there is a clear policy on administration of medication; ensure that there is a key worker system in place and ensure that written parental consent to seek emergency medical advice or treatment is obtained. Nappy changing procedures are now in line with recommendations from the environmental health department and a clear policy on administration of medication is in place, along with written parental consent to seek emergency medical advice or treatment, so promoting children's good health. A key worker system is now in place and all staff are CRB checked and numbers held on a file.

Staff also agreed to ensure that more opportunities are available for children to count in everyday routines, recognise their name and freely choose activities to extend their creative development, that challenges for the more able children are set and information on the six areas of learning needs to be available for parents. More opportunities are now available for children to count and recognise their name and choose creative activities. However challenges for more able children has been raised as a recommendation at this inspection. Information on the six areas of learning is now available for parents.

## **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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The quality and standards of the nursery education are good.

### 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):

- develop further staff's knowledge and understanding of child protection issues in line with the Local Safeguarding Children's Board procedures
- ensure thorough induction procedures are in place.

#### 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 all activities are adapted so ensuring sufficient challenge for all children in the group.

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)