

Barkham Pre-School

Inspection report for early years provision

Unique Reference Number	148639
Inspection date	03 July 2007
Inspector	Anne Jeanette Faithfull
Setting Address	Barkham Village Hall, Church Lane, Barkham, Wokingham, Berkshire, RG40 4PJ
Telephone number	0118 9760750
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Registered person	Barkham 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 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?

Barkham Pre-School has been open since 1971 and is a registered charity. It operates from the village hall using the two halls, kitchen and bathrooms. It has an enclosed outside play space. The setting serves the local community. A maximum of 24 children may attend the setting at any one time. The setting is open from Tuesday to Friday from 09:30 to 12:30 term time only.

There are currently 28 children on roll attending a variety of sessions each week. Of these, 23 children receive funding for early education. The setting is able to support children with learning difficulties and/or disabilities and for whom English is an additional language.

The group have six staff who work over the four days, four staff have appropriate childcare qualifications and others are completing suitable childcare qualifications. The setting receives support from their local Early Years Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, hygienically maintained environment, where good precautions are taken to provide cross-contamination, such as a 'hand wash station' in the large hall, which includes soap and paper towels readily available for the children to use. Staff promote children's health by taking a range of positive actions, for example, putting information notices on the door informing parents of any infectious illness in the setting, the symptoms and the exclusion steps they should take. Some children are beginning to become independent in their personal care, however not all staff allow children the opportunity to become independent, for example, wiping their noses for them and tissues are not readily accessible in both halls. Children's health is further protected as a message board is displayed for parents to remind them why their child should wear a sun hat and sun cream during the summer months.

A good variety of healthy snacks, including pieces of fruit are offered to the children which they can access at any time. Staff are aware of the many learning opportunities to promote an understanding of healthy eating and talk to the children about eating fruit, sandwiches and drinking milk to give them energy to play and calcium to make their bones grow. Lunchtime is a very sociable occasion with staff and children sitting together talking about the morning and the activities the children have taken part in. Staff help the children to unwrap their food and gently remind them to eat their sandwiches first and to try all the items in their packed lunch.

Children enjoy good levels of physical activity which contributes to their physical development, control and co-ordination, for example, practising for the egg and spoon race at sports day and using the hoops outside. Children have the opportunity to use the outdoor area throughout the session to take part in physical play when they want to. This further promotes a positive attitude to exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, welcoming and secure environment. They have access to a good range of appropriate toys and resources that meet their developmental needs, are clean and safe to use. Daily activities are suitably organised to enable children to make individual choices about their play. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Staff are well deployed within the setting and the premises are kept secure whilst children are present. For example, a member of staff challenged a telephone engineer who was trying to gain access to the building, he was asked to sign in, his ID was checked and staff ensured he had no access to the children at any time.

Children play without risk of harm or injury because staff have a sound knowledge and understanding of risk assessments and carry out ongoing daily checks. A clear policy and procedure is in place and understood by all staff in the event of any children being lost or uncollected. Children are developing a good sense of safety, as staff remind them not to run in the hall unless part of an activity, not to put the thread around their head, or not to stand on the play bricks. Staff provide activities to remind children of their own safety when out in the local community for example, road safety and stranger danger reminding children of the steps to take. Children know the procedure to follow in an emergency as staff regularly practise

the emergency evacuation procedure with them and carry out a thorough evaluation of the procedure.

Children's welfare is safeguarded. Staff have a sound knowledge and understanding of their responsibilities with regard to child protection procedures and have undertaken appropriate training. They have documentation in place to record any concerns, including existing injuries. They are fully aware of possible signs and symptoms of children who may be at risk and of their responsibility to ensure the designated person is informed of any concerns. There is a comprehensive child protection statement, which meets the Local Safeguarding Children Board procedures and is made available for parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled within the environment. They have a warm, secure and caring relationship with the staff. The children are confident and keen to access the range of play activities on offer, such as play dough, role play and large construction items. Children freely move from one hall to another and are spontaneous in their play and interactions with other children and adults. Staff interact with children very well. They show interest in the children, ask them age appropriate questions and offer lots of praise and encouragement which develops their confidence and self-esteem. Staff have a clear understanding of the 'Birth to three matters' framework and therefore younger children's development and skills are supported.

Nursery Education

The quality of teaching and learning is good. Staff's knowledge of how children learn through play is developing well. Children have opportunities to enjoy a stimulating range of activities and resources which support their development across most areas of learning. The routine of the day enables children to have access to creative materials, construction, outdoor and imaginary play materials at all times.

Children are very confident when entering the setting and readily approach the staff and each other. They are keen to help and know the routines of the session, for example, recognising when they hear the music being played it is time to help tidy up. Staff praise and thank them for their help, reinforcing their positive behaviour. Children develop positive relationships with others, for instance, sharing the computer and making a jigsaw together. Children have opportunities throughout the session to look at books and enjoy story time when an adult reads to them. A book area is available with a range of books where children can sit on comfy floor cushions to enjoy a book. Staff provide opportunities for children to begin to recognise their own names, for example, when they have their snack, they post their names in the box, however, there are no name cards for the children to access independently when they require, to begin to write their names on their pieces of work or paintings throughout the session. Children successfully link sounds and letters as staff provide a variety of ways to encourage the links, such as, having a letter of the week and children bring in items starting with the letter and staff encourage the children to make the sound linked to the item.

Children's awareness of number and calculation is developing through their play experiences and daily routines, for example, staff ask children to count the children and adults around the table at lunchtime and then take away the number of adults. Staff provide a range of creative activities including a junk modelling table, however, space on and around the table is very limited and can hinder children's spontaneous use of the items on the table. Dough provides

opportunities to create shapes and experience textures in addition to providing valuable opportunities to develop skills at using tools, such as cutters and rolling pins. Children have many opportunities to act out life experiences in the home corner, for example, being a vet and an estate agent.

Children use the computer technology confidently; they know the function of the mouse and how to control a remote car around the hall. Children develop an awareness of the wider world as they learn about cultural and traditional events. Themes in place, such as 'parents' occupations', further their knowledge about the lives of people familiar to them. Parents come into the setting and talk to the children about their work life. Children readily approach staff to talk to them about the spider and ants nest they had found whilst playing outside. Staff effectively extend children's understanding of the natural world by asking questions about the nest and getting them to show the other children and visitors. Children gain increasing control of their bodies as they use tools in the play dough, use paint brushes and scissors. Balance and co-ordination is encouraged well in the free flow environment where children negotiate around and participate in the various activities both indoors and out for example, riding the bikes and team games. Children excitedly join in with songs and action rhymes and participate in a musical activity, where they have the opportunity to play a variety of familiar and unusual instruments, for example, a guitar and ukulele.

Staff plan activities and experiences for the children, incorporating all aspects of the Foundation Stage curriculum. They demonstrate an awareness of the Foundation Stage in their delivery of play experiences for the children. Children's progress is monitored and recorded by their key worker and is used effectively to inform future planning and to ensure children are moved onto the next stage of their individual learning and development activities are evaluated on a regular basis for their interest and enjoyment value to the children.

Helping children make a positive contribution

The provision is good.

All children are treated with equal concern and staff value their individuality, responding in a positive way to their individual needs. Children's self-esteem and confidence are raised as staff talk to them in a positive way and use clear explanation. Through the planned and freely chosen activities the children are able to find out about and explore their own culture and those of others around the world. There is a good supply of resources which promote positive images of diversity. Children's birthdays are celebrated with the other children and staff singing 'happy birthday' to them.

The setting meets the needs of children with learning difficulties and/or disabilities, and those for whom English is an additional language as they have a good awareness of how to assess their needs and adapt activities to offer suitable levels of challenge. Staff work closely with parents to discuss children's needs and liaise with relevant specialists to ensure their requirements are met within normal routines.

Children are cared for in a secure environment where the emphasis is on positive behaviour. Staff apply consistent boundaries and offer regular praise to promote good behaviour and develop children's self-esteem. A behaviour management policy is in place and is shared with parents to ensure the care offered is appropriate. Children are well behaved and respond well to discussions about behaviour. They are encouraged to share at all times and disputes are dealt with sensitively, such as using an egg timer to show children when it is time to let someone else have a turn on the computer. Their knowledge and understanding of the rules is promoted

well through discussion and general day to day interactions with the staff and other children. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are well informed about themes and experiences their child is involved in, through termly newsletters and information displayed on the notice boards. Parents are actively encouraged to become involved in their child's learning in meaningful ways. This helps children progress and enables them to make a positive contribution. Parents have the opportunity when they are the parent helper of talking to their child's key worker and reading their child's folder which informs them of the progress their child has made. Any suggestions from the parents to help promote their child's learning and development are readily acted upon by the staff, for example, some parents requested visits from people in the local community, so the supervisor arranged for a policeman and fireman to come into the setting and talk to the children. Each child has their own key worker who liaises closely with the parents and regularly informs them of their child's progress.

Organisation

The organisation is good.

Children are happy, relaxed and settled within the setting. They have sufficient space to move around in comfort and safety. Staff are well deployed and supervise the children well. There is a sound recruitment policy in place which ensures all staff who are employed are vetted for their suitability and undergo a thorough induction process. Annual appraisals are held for each staff member which enables them and management to highlight their skills and to discuss any further training they may benefit from. This ensures their knowledge and understanding of childcare practice is kept up to date and their skills and interests are developed further. Staff have a good awareness and understanding of the setting's policies and follow procedures to ensure consistency of care for all children. All relevant documentation is well maintained and is readily available for inspection; staff are aware of confidentiality issues, however parents contact numbers and the names of their children are displayed on the notice board in the entrance hall, this means that contact numbers for the parents are not kept in confidential manner.

The leadership and management of nursery education is good. Children benefit from being supported by a qualified supervisor and staff who are very experienced. There is a commitment to good practice and an understanding of learning outcomes for children. The staff work closely with their local authority advisory teacher and other professionals and act upon any advice given. There are systems in place for monitoring and evaluating the nursery education provision to ensure that observations and assessments are used to inform planning. Staff work well together and have regular meetings with the committee to discuss their ideas and suggestions to further promote the learning outcomes for children. Most staff hold an early years qualification and update their knowledge by undertaking training courses and workshops. The setting meets the needs of the range of children for whom it provides

Improvements since the last inspection

At the last care inspection, the setting was asked to ensure good hygiene practices are in place regarding hand washing, to ensure the fire evacuation plan is readily available in both halls and to ensure staff are deployed to support children's needs at group times. A wash station is now in place which includes liquid soap, paper towels and a bowl of water for children to wash their hands independently and further promotes good hygiene practice. Both halls now have a fire evacuation plan in place, the plan is available for staff to see in the event of an emergency and

staff are deployed effectively at group time to ensure the children are well supported and their individual needs are met.

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 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 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 children's independent personal hygiene skills
- ensure all contact numbers for parents are kept in a confidential manner

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):

- improve the accessibility of some resources to ensure all children can independently access during the session
- provide resources so children can independently write their name when required

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