

Church Preen Pre-School

Inspection report for early years provision

Unique Reference Number	EY345881
Inspection date	10 September 2007
Inspector	Deborah Ball
Setting Address	Church Preen Village Hall, Church Preen, CHURCH STRETTON, Shropshire, SY6 7LH
Telephone number	07974 107815
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Registered person	Church Preen Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Church Preen Pre-School opened in 2007. It operates from the village hall in Church Preen, South Shropshire. The setting serves the local and wider communities. A maximum of 20 children may attend the setting at any one time. The setting is open each Monday and Tuesday from 09:00 to 15:00 and on Thursday from 09:00 to 12:30 during school term-times. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 10 children aged from two to five years on roll. Of these, five children receive funding for early education. The setting supports children with learning difficulties and/or disabilities and has procedures to support children who speak English as an additional language.

The pre-school employs two members of staff, both of whom hold appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in an environment where very good hygiene practices are encouraged. The children receive excellent support in learning to manage their own personal care as they learn the importance of regular hand washing at appropriate times, such as after using the toilet, playing outside and before meals and snacks. The staff have placed a strong emphasis on teaching and reinforcing good personal care routines and have visitors into the setting to encourage the importance of hand washing. Staff have regard to good hygiene practice when changing nappies. However, the practical arrangements are not ideal due to the changing mat being placed on the floor in the confined toilet area and this can cause discomfort at times. Children's welfare is safeguarded because staff have attended first aid training and can administer treatment in the event of an accident. Appropriate systems are in place to ensure that accidents are well recorded and shared with parents at the end of each session. Positive steps are taken to prevent the spread of infection when children become ill and relevant information about infection control and the advised minimum exclusion periods is readily shared with parents.

Children benefit from daily opportunities to experience the fresh air and changing seasons in the safe and secure outdoor play area. All children are provided with a wide range of exciting daily activities with opportunities to develop physical skills. For example, children access the school adventure playground where they climb, balance, twist, and jump on exciting play equipment and they are able to challenge their limits in a safe and secure environment. Children develop co-ordination and spatial awareness as they pedal and steer on bikes and scooters, develop ball skills and enjoy running around. Through playing energetic games, children are developing their skills of throwing and catching, hopping, balancing, skipping and jumping. They play co-operative games, developing their understanding of sharing and turn taking. Children also have fun as they take part in movement activities and action songs indoors, learning to use their bodies in many different ways. The children benefit from enthusiastic staff involvement and interaction. Games are fun and inviting for children and are used to promote and extend children's learning in other areas, such as counting and colour recognition. Children respond well to age-appropriate instructions given to them by staff. They move spontaneously with increasing control and co-ordination, developing an awareness of the space around them and the close proximity of others. Children are supported in the development of the fine motor skills required to use tools, including pens, pencils and scissors, and to handle small objects with increasing control and precision. For example, they use cutters and rolling pins with play dough and a range of different construction activities to build models.

Children are well nourished and their awareness of the benefits of healthy eating is actively promoted at snack and meal times. Children enjoy a range of healthy snacks including fresh fruit and vegetables, such as bananas, carrots, apples and oranges and they learn why some foods are better for our bodies than others through themed topic work. Menus are produced to give parents information about the range of snacks available. Parents currently provide packed lunches for their children and these are stored and served appropriately. The children are able to choose a drink of milk or water at snack and lunch times and have independent access to further drinks throughout the session. Children's cultural and dietary requirements are respected through using information provided by their parents. Meal times are relaxed, sociable occasions where children are able to develop their social skills and independence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, safe and well maintained environment. Regular risk assessments are undertaken, thus ensuring potential hazards are identified and minimised and children's safety is maintained. Children benefit from having sufficient space to engage in play activities, with areas for active and quiet play. The staff effectively organise the furniture, equipment and space to enable children to move independently between different activities and play areas. Children's safety is maintained because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition, well maintained and conform to safety standards.

The children independently select from a wide range of high quality, well maintained equipment that is stored in labelled boxes on low shelves. Staff put out a range of equipment at the beginning of the session to create a welcoming environment but, children confidently choose alternative activities from the storage boxes throughout the session. Children learn about safety by being encouraged to handle play equipment with care and helping to tidy away toys to prevent accidents from occurring. The children are well supervised and have a developing understanding of how to think and act safely. For example, children are taught the importance of road safety and they have regular opportunities to practise emergency evacuation procedures.

Children's welfare is promoted and safeguarded because the staff have a clear understanding of the setting's child protection policy and the procedures that they should follow in the event of a concern about a child in their care. Staff are aware of the possible signs and symptoms of abuse and neglect and are alert to any unexplained injuries to children. Child protection training has been updated and staff are conversant with Shropshire Safeguarding Children Board guidance. Telephone numbers of the relevant agencies are readily available to ensure that any concerns can be reported expediently should any concerns arise. Children are cared for by adults who are vetted appropriately and suitable systems are in place to ensure that children are protected from staff awaiting their clearance.

Helping children achieve well and enjoy what they do

The provision is good.

The children benefit from a stimulating, colourful and exciting care and learning environment where they make good developmental progress. Children clearly enjoy coming to the setting, separate confidently from their parents and settle quickly as they explore and enjoy the stimulating pre-school environment. The children are forming positive relationships with their peers, playing co-operatively and involving each other in their play. They have excellent relationships with the staff who help them to develop their confidence through sensitive interactions and warm praise and encouragement. Staff have high expectations about what each individual child can achieve and support them well to achieve their full potential, given their capabilities and starting points.

The learning and development of younger children is enhanced through the implementation of the 'Birth to three matters' framework and this ensures that the activities offered are adapted to meet their individual ages and stages of development. The children relish well resourced free play periods when they begin to make choices about their own learning and take part in more structured activities, adapted to meet their individual level of development. The key worker system has successfully achieved strong and trusting relationships between children and staff. The staff give lots of praise and reassurance whilst interacting and communicating

with all children which helps them to feel happy and secure. The children enjoy sensory play, using materials such as clay, paint, play dough, sand and water and are encouraged to think about how objects feel, smell and taste through first hand experiences. For example, children have fun using their senses to explore different textures and tastes and they smile when they put shells to their ears and listen to sounds of the sea. They have a lovely time painting patterns on paper using brushes, rollers or their fingers. Key workers carefully record observations and assessments of children's progress and these are used to inform future planning and the next steps in children's learning. The development records are well maintained and staff date entries to show progress. The records are readily available for parents to view.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals because staff have a secure knowledge of the Foundation Stage and a clear understanding of how children learn. The staff use effective teaching methods and ensure that the range of relevant activities stimulate and develop children's curiosity and interest. There are effective systems in place for establishing children's developmental starting points and individual interests on entering the setting. Staff seek this information from parents so that they can incorporate children's existing skills, interests and needs into their planning of activities. The curriculum is planned to provide a broad and balanced range of activities across the six areas of learning, enabling children to make progress through the stepping stones. Planning documents do not, however, differentiate how activities can be adapted to cater for children's varying abilities or individual children's learning needs and lack details about how activities should be organised. A clear picture of children's learning and progress is identified through the effective use of ongoing written observations and assessment records that are linked to the stepping stones, and which are used to plan experiences that support children to take the next step in their learning.

Children's personal, social and emotional development is given a high priority. The children are warmly greeted by friendly staff and separate happily from their parents and carers. Children are cheerful and confident and demonstrate positive attitudes to learning, showing good levels of attention, curiosity and interest in the well-organised activities and resources. They eagerly join in with the activities, are keen to learn new skills and persist for extended periods of time in their chosen activities. The children have very good levels of independence in selecting and carrying out activities and they spontaneously initiate their own meaningful play. Children's independence and self-care skills are further developed through day-to-day routines, for example, serving themselves drinks at mealtimes, going to the toilet and getting ready for outdoor playtimes. With the help of staff, children are becoming aware of the needs of others and are learning to understand right from wrong. They learn to share toys and equipment and understand how to take turns, for example, in using the computer or ride-on toys in the playground. Children know what is expected of them and are very well behaved as a result of consistent praise and encouragement from staff, which also reinforces their positive attitudes to learning.

Children's communication, language and literacy skills are developing well because staff use effective strategies to support children's use of language for communication. The children speak very confidently and freely communicate their needs. Staff encourage them to express their ideas and feelings during activities and group discussions. Children enjoy a variety of good quality story and reference books and listen avidly to stories read by staff. The children spontaneously access a variety of good quality story books for their own enjoyment, as the book area is well-resourced and inviting. Children relish choosing books to take home and enjoy

with their family. Opportunities for children to develop their fine motor skills in preparation for writing are good. The children enjoy mark making and use appropriate implements such as pencils, crayons and chalks with increasing control, attributing meanings to marks, such as their names. Children have opportunities to see and recognise written words, including pre-school equipment labels and their own names. Children also have many opportunities for writing and are beginning to link letters to their sounds. Activities such as role play are used to introduce children to writing, for example, the cafe has notepads for the waitress to record customers' orders and there is writing paper by the telephone for messages.

Children are developing good attitudes to number work. Most of the children count up to ten and they use number lines and number puzzles to help them recognise and remember numbers. Counting and number recognition is threaded through most activities as children count, match and compare numbers of objects. Children count freely as part of their play. For example, they accurately counted the number of bricks used to build a tower. They show a developing awareness of weights and measures through well considered practical activities, such as weighing out ingredients during cooking activities, and often hear staff using mathematical language such as small, medium and large. Children correctly use words relating to shape, such as circle, triangle and square and are starting to link this knowledge with every day situations. For example, they use shapes in craft activities and talk about squares, circles and triangles. Songs and finger rhymes are used extensively to help children count, solve simple number problems and to understand positional language such as in, out, under and over.

Children's knowledge and understanding of the world is fostered through many practical activities relating to their local environment. Visiting the Shropshire Hills Discovery Centre enables children to observe pond life, birds, butterflies, bees and moths in their natural environment. The children enjoy a range of exciting activities such as hunting for mini-beasts under logs and shrinking to the size of a slug and learning about the kind of places he likes to hang out. Children have opportunities to observe, explore, question, and be curious, in a broad range of activities. For example, they experiment with sand and many natural materials and learn to observe and question as they mix cooking ingredients together when making bread and biscuits. A good understanding of the uses of everyday technology is being developed by the children through using computers, push-button toys and tape recorders. Strong community links are made through visits to the church, local fire stations or Church Preen Manor gardens. People who work in the area, such as, the health visitor, a police officer, a dentist and road safety officer visit the pre-school and there is a very good relationship with the primary school. Children learn about different cultures from their own through well-planned and well-resourced activities.

Children are learning to express themselves creatively through painting, drawing, musical movement and imaginative role play. They have good access to craft activities and are encouraged to investigate and be independently creative with them. For example, each day they have opportunities to paint using thick or thin paint brushes and they use their fingers to explore the properties of the paint before creating pictures with them. Children enjoy printing with their hands and feet, bubble painting and tissue paper collage. The children take great pride in their creations and their work is valued as it is displayed attractively. Children play imaginatively in the role play area, where they can independently act out their experiences from home and the wider community. The children are developing a good repertoire of songs and have opportunities to make, move and listen to a range of music.

Helping children make a positive contribution

The provision is good.

Children are happy and settled in their care environment and benefit from care that is tailored to meet their individual needs. The children are valued as individuals, which actively promotes inclusion. All children are able to develop an awareness of the wider world around them as they access resources and activities that encourage a positive attitude towards diversity and a non-stereotypical view of society. Children frequently participate in themed topics where they can learn about different cultures and festivals through a range of practical activities and experiences. For example, the children made clay Diya lamps during Diwali and honey buns for the Jewish festival of Rosh Hashanah. Children are actively involved in their local community and receive visits from people who work and live in the local area who enable them to learn about the world they live in.

Children with learning difficulties and/or disabilities receive a good level of support because there are effective systems in place which enable staff to implement individual education plans for the children identified with specific learning needs. Staff work well in partnership with parents and carers and other professionals involved in the children's care to ensure each child is able to make sound developmental progress.

Children's spiritual, moral, social and cultural development is fostered. Throughout the setting, children behave very well, play harmoniously with their peers and readily share and take turns. The children beam with delight as they are warmly praised for their efforts and achievements and are excited when they receive a sticker for their positive behaviour. Staff demonstrate consistency in their approach to behaviour management techniques and are calm and supportive in their delivery of explanations to children about why certain behaviour is not encouraged.

The partnership with parents and carers is good. Parents and carers are made to feel very welcome and receive useful information about the setting through a notice board, newsletters, access to policies and verbal exchanges of information. The parents' views about their child's needs and interests are sought before the child starts at the setting as they complete an "All about me" booklet and staff are aware of what children can do on entry into the group. Staff share information about topic themes and activity plans and children benefit from their parents having good opportunities to be involved in their learning, for example, by bringing in artefacts from home to contribute to topics. The staff know the children well and are able to provide for their individual needs because the key worker system works effectively to enable the staff to provide appropriate care and learning opportunities for all children and to support parents with information and advice. The parents are encouraged to share their knowledge and views of their children's development with the setting. Parents are well informed about how their child is progressing through regular communication and have access to their child's personal development records at any time.

Organisation

The organisation is good.

The pre-school is well-organised to meet the needs of the children and to ensure that all children are well cared for in a setting where there are well-qualified and experienced staff to meet the needs of the children who use the provision. The children benefit from the support and encouragement of a very able, intuitive and caring staff team who offer high levels of individual attention to the children. Children's development is further enhanced through the ongoing

commitment of staff who continue to develop their knowledge through regular attendance on training courses.

The policies and procedures work in practice to promote children's health, safety and well-being. All of the required documentation is readily available and well maintained. Documents are stored securely and are only accessed by staff, to ensure that confidentiality is respected. A detailed and well thought out operational plan is shared with parents and implemented effectively by staff. Parents are provided with attractive and detailed written information, which include the range of policies and procedures, information about the service provided and the Curriculum guidance for the Foundation Stage.

The leadership and management is good. Effective recruitment, vetting and induction procedures ensure that staff are suitable and appropriately qualified. The management and staff are enthusiastic and motivated and work very well together as a team. They continuously strive to provide a high level of care and education for the children and have a clear understanding of the setting's strengths and weaknesses. This helps to ensure that the high quality care and education provided for the children is regularly under review, with a commitment to continuous improvement. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- improve the arrangements for nappy changing.

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):

- develop the planning to include details of how activities can be adapted to suit the needs of all children and how activities are organised.

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