

Harby Pre-School

Inspection report for early years provision

Unique Reference Number 226330

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Inspector Ros Church

Setting Address The Village Hall, School Lane Harby, Melton Mowbray, Leicestershire,
LE14 4BZ

Telephone number 01949 861158

E-mail

Registered person Harby 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 satisfactory. The registered person meets 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?

Harby Pre-School opened in 1974 and operates from the village hall within the rural village of Harby, Leicestershire. The group have access to the large hall, kitchen and appropriate toilet facilities. There is an enclosed outdoor play area. The group opens during school term times Monday, Tuesday and Thursday from 09:00 to 12:00, and Friday from 09:00 to 12:55 to include a lunch club. The Pre-School is open to children who live in Harby and the surrounding villages.

A maximum of 26 children may attend the pre-school at any one time. There are currently 19 children from two to four years on roll. Of these, 12 children receive funding for early education. Children attend a variety of sessions each week.

There are five staff who work with the children. Of these, four staff hold a recognised early years qualification, with one member of staff working towards a qualification. The group is a member of the Pre-School Learning Alliance and receives support from the Leicestershire Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as they are cared for in a clean and well-maintained environment. Staff carry out generally good hygiene procedures, for example, ensuring tables are clean prior to snacks or food activities. Children learn about good hygiene practices as they are encouraged to wash their hands prior to snacks and after using the toilet, they can independently access tissues to wipe their nose and learn to throw these away after use. However, procedures at snack time are not always fully effective in preventing the risk of cross-infection. Suitable arrangements are in place to ensure children are appropriately cared for if they become ill or are injured during the session. For example, most staff hold a current first aid certificate and recording systems are in place if children are required to have medication or in the event of an accident. However, systems are not in place for recording existing injuries which children arrive with to ensure children's welfare.

Children learn about healthy eating through the provision of nutritious and healthy snacks which are offered. These include fruit, vegetables, cheese and crackers, and a drink of milk, water or juice. Staff ensure children's individual dietary requirements are met through working well with the parents. Children are able to access a drink of water as they require from a covered water jug and available cups, this ensures they do not become thirsty, and encourages their independence.

Children benefit from daily physical exercise and fresh air. Physical activities are provided in the spacious hall or the small outdoor area which the setting is currently developing and is adjacent to the hall. Children learn to use a range of wheeled toys which includes tricycles and cars, they steer and pedal the equipment and learn to have an awareness of space of themselves and others. Various indoor activities are provided to encourage children's physical skills, these include the planned use of a climbing frame and slide, and group activities, such as, parachute games and musical movement and dancing.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, safe and secure environment, where they are able to feel settled and comfortable. The hall is well organised to allow children space to play actively, to explore and to rest. Activities are attractively set out each day prior to children arriving, they are presented on child-sized tables and carpet areas. Additional equipment is available for children to choose, this is stored within easily accessible drawers which encourage children's independence. Resources are well maintained, safe and suitable for the ages of children attending. Some children's work is displayed to help promote a welcoming environment.

Children stay safe within the setting because the staff follow generally good safety procedures. Staff carry out daily checks prior to children using each area and ensure safe equipment is in place. For example, socket covers and safety gates are in place. Formal risk assessments are carried out for most areas, however, these are not yet in place for the outdoor area or local outings. Staff ensure children remain supervised at all times. Fire evacuation procedures are in place and these are practised regularly to ensure that both staff and children are aware of what to do in the event of a fire. The building is kept secure and staff are alerted to the arrival of parents and visitors to the setting by the use of a bell. Staff ensure only authorised persons

can collect children and all visitors to the setting are recorded and supervised. Children are protected as staff have a satisfactory understanding of the issues involved in safeguarding children and know what to do in the event of any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy their time at the pre-school. They settle into the setting as staff are supportive and give individual attention as required. Children make choices from a generally good range of activities which are set out around the room, and are able to select additional resources; this promotes their confidence and independence. Staff have an awareness of the 'Birth to three matters' framework and adapt activities for children under the age of three. Although, clear learning intentions for activities are not identified. This means that while young children experience a variety and balance of activities, these are not always planned according to their individual needs and their next steps in learning. Children make positive relationships with staff and one another, the staff are interested in what the children do and say, they encourage them to talk and take part in the activities.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals because staff have a satisfactory understanding of the Foundation Stage curriculum, and knowledge of how children learn and progress. Staff plan a range of interesting themes and activities which cover most areas of learning. However, short-term plans do not always clearly identify learning outcomes or identify how focussed activities can be adapted to individual learning needs. Staff carry out general observations of children's learning and identify their development. However, the system of planning, observation and assessment does not clearly link together to ensure all children are appropriately challenged. Staff use their time well, and have some good methods of teaching, they ask questions and encourage children to think and predict for themselves, such as, what happens next in the story.

Children's independence is encouraged well as they access additional equipment from those stored in drawers around the room, they access their own aprons prior to creative play, or choose when to have their snack. Children are confident within the group and show positive attitudes towards learning. Many children enter the group confidently and make choices from the range of activities. They begin to make good relationships with one another, with older children making special friends within the group with whom they enjoy sharing activities. Children's language is developing well, they learn to talk confidently during group times about their interests and experiences, this enables children to learn about one another. Children learn to link sounds to letters and to recognise their own names, such as, when registering their attendance when entering the group, or when finding their name to identify that they have had a snack. Children have access to a generally good range of mark making resources, for example, children use paint brushes, pencils, crayons and chalks. They learn to write their own names at the writing table, with some more able children being able to form letters in their name.

Children enjoy taking part in simple pretend play such as role play within the home corner, or dressing up and acting out their experiences, such as, going shopping or making and serving meals. Whilst using role play equipment children are able to freely access writing materials to encourage them to write for different purposes. Children show some interest in numbers and counting through some activities during the session, where they sort, match and count objects.

They learn to use mathematical language such as big and small. However, routine activities, such as, snack time provide limited opportunities for children to learn about numbers and counting. Children learn about the local community and environment through visits to places, such as, the park, post office and canal. They have some opportunities to use technology equipment such as calculators, phones and keyboards. Children develop their physical skills and creativity through the use of a range of art materials and tools as they paint, draw, create collage pictures and model with play dough. Children use a range of different musical instruments where they explore the sounds, and learn how the sounds can be changed.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting; they are valued and respected as individuals. Children have positive and enjoyable experiences within the pre-school. Children's belonging within the group is encouraged as they find their name to identify their coat peg. Staff work well with the parents, communicating with them daily to ensure that children's individual needs are met. Parents are given a booklet about the setting, and policies are shared with them. This ensures parents are aware of how the setting is run. Systems are in place to support children with identified disabilities and/or learning difficulties. Children's spiritual, moral, social and cultural development is fostered. Children are encouraged to respect and value one another. They learn about their own and other cultures through a good range of activities and resources which positively reflect diversity in society. Resources include books, jigsaws, dressing-up, play figures and dolls. Children behave well within the setting and learn to work harmoniously together, staff support children well as they learn to share and take turns in their play. Children learn to take care of their environment, and learn to show care and concern for one another. For example, an older child helps a younger child put on an apron before he participates in a painting activity. Staff encourage children's good behaviour and achievements, by rewarding with verbal praise and stickers.

The partnership with parents and carers is good. Parents speak favourably of the welcoming environment which helps them to feel confident in the care offered to their children. A good range of information is given to parents about the setting; this includes a prospectus which includes information about the group and their policies and procedures, newsletters and information on the notice boards around the setting. Parents receive good information about topics with ideas on ways they can be involved and link children's learning to the home. Parents are kept well informed of their child's development through daily discussions, written reports, opportunities to view their child's development as they require, or during planned open sessions. The pre-school values parents' views and ideas through questionnaires and daily communication.

Organisation

The organisation is satisfactory.

Children receive suitable levels of support and supervision to help them feel settled and confident in the setting. The room is organised well to ensure children are able to access a range of resources; this enables them to be independent and make choices in their play. Satisfactory recruitment procedures are in place, ensuring that children are safe and looked after by suitable adults. An induction system is in place for all new staff to ensure that they are aware of the settings policies and procedures. Staff appraisals are carried out, to identify staff training needs and areas for development within the group. Most policies and procedures are in place, and

up to date. However, clear procedures for outings are not in place to ensure children's welfare. Records for the safe and efficient management of the setting are in place and kept confidential.

The leadership and management of the nursery education are satisfactory. Staff work well together within the pre-school environment. All staff have some input into the planning of activities. Some monitoring and evaluating systems are in place, however, children's learning is not comprehensively evaluated. The manager and staff are committed to continue improving the care and education for children, they undertake various relevant courses and training.

Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the provider was asked to ensure hazards to children are minimised on the premises, with regards to preventing access to the stage. To ensure hand drying facilities prevent cross infection. To ensure parents have access to all written records about their child. The provider has fitted a safety gate preventing access to the stage steps to ensure children's safety. Paper towels are provided to dry hands preventing cross infection. Parents have access to written records about their child through open sessions and the opportunity to access their child's records when they require.

Since the last nursery education inspection the provider has developed staff's knowledge of the stepping stones towards the early learning goals by encouraging staff to attend training courses and having meetings with staff. The organisation of group time has been developed by shortening the times children sit within a group and involving the children more. This enables children to remain focussed and value the contribution of others. Systems for sharing information with parents have been improved by providing newsletters, information boards, open sessions, sharing children's records with their parents and letters provided for parents on specific topics.

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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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):

- ensure good hygiene procedures are in place, with reference to snack time
- ensure clear operational procedures for outings are in place
- develop further the system for recording accidents and incidents, with regard to recording existing injuries children arrive with.

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 planning to clearly identify learning intentions ensuring that planning, observations and assessments all link together, to ensure all children are appropriately challenged (also applies to care)
- develop the observations in focussed activities to more consistently assess whether the learning objectives have been met and to identify how to support children's next steps in learning
- develop the use of daily routines to further promote children's awareness of numbers and counting.

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