

Hampton Magna Pre-School

Inspection report for early years provision

Unique Reference Number	200607
Inspection date	18 October 2007
Inspector	Anne Felicity Taylor
Setting Address	Community Centre, Field Barn Road, Hampton Magna, Warwick, Warwickshire, CV35 8RT
Telephone number	07840179493
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Registered person	Committee
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?

Hampton Magna Pre-School opened in 1985. It operates from the main hall and adjacent large room in the community centre in Hampton Magna, Warwickshire. A maximum of 26 children may attend the pre-school at any one time. The group opens on five days a week during school term time. On Monday, Wednesday, Thursday and Friday opening times are from 09:30 to 12:00 noon and on Tuesday and Thursday from 13:00 to 15:30. All children share access to a secure enclosed outdoor play area.

There are currently 36 children aged from two years six months to five years on roll. Of these nine children receive funding for early education. The pre-school serves the village and surrounding rural areas and Warwick town. Children attend for a variety of sessions. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

Six part-time staff work with the children. Three of the staff hold early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's physical development and well-being is enhanced as they take part regularly in a wide variety of physical play, both indoors and outdoors. With the active participation of the staff, children are lively and enthusiastic as they 'warm up' indoors before completing an outdoor assault course, developing their balancing skills. They organise a game of skittles, effectively improving their throwing and catching. Children manoeuvre safely as they use pushchairs and bicycles. Local walks to collect leaves and conkers mean that children are out in the fresh air getting plenty of exercise and becoming familiar with their environment. Creative and construction play offers lots of suitable activities to develop hand and finger movements, for example, collage, play dough, cutting out and construction kits.

Children are encouraged to develop some independence skills as they follow good personal hygiene routines. They learn the importance of thorough hand washing after using the toilet and before eating and follow this practice with very little supervision. Comprehensive policies and procedures are in place to support the children's health, for example, accident recording. The administration of any medication is carefully monitored and recorded, ensuring that parents are always fully informed. Children are cared for well if they have an accident or become ill as staff who are first aid trained are always on site at every session and the first aid box is fully stocked.

Children are well hydrated because drinking water is always easily available. They are introduced to interesting snack foods, effectively encouraging healthy eating and the enjoyment of a variety of tastes, for example, different breads and pomegranate. Some opportunities to develop learning and independence skills are missed at snack time therefore limiting children's learning in some areas. Food storage temperatures are monitored and therefore food is stored safely. Parents are always consulted regarding different diets and preferences ensuring children's individual needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming, secure and safe indoor and outdoor environment. The effective use of the accommodation gives the setting plenty of space to enable carers, parents and siblings to enter the building comfortably. Therefore, families and carers become an integral part of the pre-school. The main hall and the additional activity room gives plenty of play space and opportunities for small group work and quiet activities. Children have easy access to toilet facilities. They are offered a very wide variety of interesting toys and equipment, ensuring they are busy and develop well. Children are excited and motivated to learn by the play that is set out for their arrival. They learn to care for equipment as they help to tidy up. Procedures are in place for staff to check and clean all toys regularly, ensuring children use suitable and safe equipment.

Safety is a high priority and designated staff keep up to date with current legislation and advice, therefore keeping children safe. Policies and procedures effectively support safety, for example, fire evacuation practises and recording, and arrival and departure procedures. Full risk assessments are completed and updated regularly. Staff encourage the children to learn about safety issues and they are aware that they should walk to avoid accidents and be careful of

others. Supervision of the children is a priority. Effective security systems ensure that all visitors are monitored and accurate registers are kept.

Children are kept safe because sound vetting procedures and induction are in place for all staff and volunteers. Because staff regularly update their knowledge and understanding of child protection by attending appropriate training, children are protected from abuse or neglect. Policies and procedures are in place. However, the wording of the child protection policy is not clear and therefore may confuse parents. Senior staff take responsibility for child protection and have a good understanding of child protection issues including the referral process.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident within the well-organised routine in the pre-school. They are eager and motivated to play and learn when they see the wide variety of interesting activities set out for their arrival. Therefore, they settle quickly to worthwhile activities. They and the staff display a mutual affection. Parents are happy to approach their key worker and any staff members to discuss their child's care and individual needs and they feel well informed about the Foundation Stage curriculum.

The strong community links that are in place, and the others that are being developed are very beneficial to parents and children. They visit the primary school for special events and the reception teacher welcomes a weekly visit from prospective pupils during the summer term. The pocket system for information for parents is extended to include local childminders who use the pre school. Links are developing with a local nursery, with children visiting to look at farm animals and for music and movement sessions. Pre-school children are justly proud of the commendation they received for craft work entered into the parish show.

Nursery Education

The quality of teaching and learning is good. Staff have an thorough understanding of the Foundation Stage. Comprehensive planning is in place and all activities are monitored and evaluated. This means that individual learning can be observed and recorded and activities can be adapted to meet children's needs and interests. Observations and development records are used effectively in planning and supporting children's learning and are easily available to parents.

Children have a busy routine and behave well. They are eager to learn and try new activities, creating leaf prints for the Autumn display with concentration and great enthusiasm. They develop strong relationships and learn to share and take turns with friends as they 'make tea' in the home corner. They feel valued as they chat to staff about their home and family events. Their self-esteem is further enhanced as they are praised for completing a challenging puzzle. Regular visits around the village, to the church and for walks encourages the children's understanding of their own community and local surroundings.

Children are developing a real love of books and relish stories told to them individually by staff and at group story time. They join in enthusiastically with 'Little Ladybird' and 'This is the Bear'. Children are keen to choose books to take home to share with their parents. Speaking and listening skills are a high priority and children are beginning to speak confidently telling their news as they chat with staff and friends. They are learning to be considerate when listening to others. Some labelling and the use of name cards ensures that the children are developing early

reading and writing skills. The linking of sounds to letters in general routines is limited. Older children write their names and some numbers clearly. Children use many interesting opportunities for mark making, for example, in a tray of lentils and as they play imaginatively in the 'restaurant', looking at 'menus' and 'taking orders'.

The displays of numbers around the pre school room ensures that children become familiar with numbers, recognising them consistently. Effective teaching ensures that children have fun beginning to understand simple sums, for example, singing and using props for 'Five Fat Sausages'. Children therefore develop an understanding of subtraction. However, some learning opportunities for counting and introducing positional language are missed in routine activities. Children develop an understanding of size, shape and volume as they play in sand and water. They enjoy developing patterns using large pegs and beads. Cookery activities and the use of scales with the play dough enables children to experiment with weight and size.

Children develop an awareness of their own culture and community as they visit church for a harvest celebration, enjoying their rural environment on the walk there. They also acknowledge different festivals, effectively developing their understanding of other religions and beliefs, for example, Chinese New Year. The nature table encourages the children to be aware of the seasons and their surroundings; leaves and seeds collected on their way to pre-school are displayed with pride. The 'Young Mechanic Steam Train' effectively challenges the children as they work out how to build the working model. Children explore 'pigs' in wood shavings and are able to relate this play to the pigs they saw at a local farm. They explore and investigate changes as they make 'bread rolls' from salt dough and then discuss how they look and feel when the dough has been cooked. Children increase their skills and understanding as they use everyday technology, for example, telephones, shop tills and the computer. A visit from a pet guinea pig promotes discussion about caring for pets and handling them gently.

The many valuable and interesting opportunities children are offered in creative development ensures they use their imaginations freely and express their feelings with confidence. They sing 'Leo the Lion' with enthusiasm as staff use a hand puppet to great excitement. Children use a variety of craft and collage materials including glitter, tissue paper, feathers, and recycled materials, creating pictures and models. They explore colour and texture using 'jewels' on their work displaying fascination at the colour and sparkle they create. Children do not always take advantage of the free choice of creative and graphic materials available to them. Imaginative small world play encourages the children to develop ideas and discuss what is happening, for example, as they make 'a fence on the farm to keep the chickens in'. Role play is available daily and the children enjoy 'shopping in the Baker's Shop' and 'taking orders in the restaurant'.

Helping children make a positive contribution

The provision is good.

The key worker system that is in place means that children and parents build strong bonds. Settling in sessions and visits enables parents to develop confidence in the care offered and the child to become familiar with the setting. Interesting and colourful displays and photographs around the pre school show parents the diverse learning achieved and captivate the children as they remember events and develop ideas, for example, the nature table. Children are comfortable in the setting and are valued as individuals. They follow the very good example set by the staff team, therefore developing positive attitudes to others, effectively encouraging good manners, kindness and consideration. Children's spiritual, moral, social and cultural development is fostered. They have access to play resources that reflect positive images of

culture, ethnicity, gender and disability. Children therefore develop positive attitudes to diversity and enjoy learning about and celebrating different festivals.

A comprehensive policy is in place regarding learning difficulties and/or disabilities which details how the service will be provided to children. The very good levels of support and the strong links with outside agencies ensures that all children are included and receive individual attention so that their needs are met effectively.

Staff are consistent, firm and fair when handling the children's behaviour and the children behave well within sensible boundaries. They learn to share and take turns as they play circle games and are becoming considerate and kind as they help to tidy up. Praise and encouragement is used effectively by staff as they help the children to resolve any conflict.

The partnership with parents and carers is good. Relationships with parents and carers are very friendly. Staff are welcoming and always have time to chat at the beginning and end of the session. Parents are offered a wealth of relevant, information including planning themes and projects based around the Foundation Stage and general information about the care and education of young children. The active committee of parents and lots of fund raising activities forge strong, open relationships.

Organisation

The organisation is good.

Children are cared for in an environment where safety and supervision are the priority. The organisation of the group generally ensures that children's care and learning is consistently good. Some opportunities for more social interaction, discussion and independence are missed due to the planning of staff deployment. The key worker system is effective and staff get to know the children extremely well and develop firm links with parents.

There is a strong commitment to training from senior staff and the committee. Staff attend short courses, keeping them up to date with current developments in early years, for example, 'Let's Dance' and a multi-cultural workshop. Several staff are completing formal qualifications, demonstrating their dedication to continuous improvement and development. There are regular staff meetings and an appropriate appraisal system is in place.

The leadership and management is good. Staff are constantly discussing change and improvement in the setting, always striving to improve practice and the experience for the child. Staff have clear roles and responsibilities, for example, for health and safety. They work well as a team, supporting each other and recognising their diverse skills.

Policies and procedures generally support the staff in working very successfully with parents and carers, for example, the complaints procedure. Senior staff understand the requirements to keep accurate records for the safe and efficient management of the group. Children benefit as their family and carers are welcomed and involved with the life of the setting. Overall children's needs are met.

Improvements since the last inspection

Following the last care inspection the setting was asked to develop policies on lost and uncollected children and to ensure that the complaints procedure contains details on regulatory authority. All these policies and procedures have been developed and amended and therefore parents are well informed and children cared for appropriately.

Following the last inspection of the education provision the pre-school was asked to develop play in the home corner. The home corner is now used effectively to reflect themes and projects making it an interesting and exciting learning experience, for example, as a café.

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):

- review staff deployment to ensure good ratios are maintained to support the children's care and learning with special reference to snack time and group story time
- review child protection procedures to ensure it is clear to parents and carers.

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):

- extend learning opportunities in all routine and organised activities to include regular counting, simple sums, positional language and matching sounds to letters
- continue to develop opportunities for children to select a wide variety of resources and develop additional creative and independence skills.

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