

Pinvin Community Pre-School

Inspection report for early years provision

Unique Reference Number	205324
Inspection date	02 November 2007
Inspector	Valerie Fane
Setting Address	Main Street, Pinvin, Pershore, Worcestershire, WR10 2ES
Telephone number	07747 495 451 or 01386 550 349
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Registered person	Pinvin Community 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 outstanding.

WHAT SORT OF SETTING IS IT?

Pinvin Community Pre-School is a committee run group that was registered in 1992. It operates from Pinvin Memorial Hall in the centre of Pinvin near Pershore. Children go on outings to the local primary school for outdoor play in their playground and in their outdoor classroom. They use a forest school site regularly and have their own allotment in the village. The pre-school serves the surrounding area.

The pre-school is open during school term time five mornings a week from 09:30 to 12:30 with an optional lunch club from 12:30 to 13:30 on Tuesday and Thursday. There are currently 27 children on roll. Of these, 14 children receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

Eight staff work with the children. Of these, five have appropriate qualifications to Level 2 or above. The pre-school receives support from a mentor teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children have superb opportunities for fresh air and exercise because they make excellent use of a wide range of outdoor facilities as well as having regular exercise indoors. On one morning a week they go on an outing either to the forest school site or to the new allotment. On other mornings they visit the primary school to use either the school playground or the reception class outdoor classroom. Children develop extremely good physical skills because the manager invites trained sports coaches to help them practise skills for sports such as football and short tennis. Children improve their climbing and balancing skills as they use the adventure playground equipment that provides ample challenge for children of all ages and abilities. Staff support less confident children extremely well as they show them how to climb on to the platform and give them time to make the moves because they insist other children wait for their turns. Indoors children learn about the effect of exercise on their bodies as they take part in 'Wake and shake' exercise to music before snack time each day.

Children develop an excellent understanding of the principles of healthy eating as they enjoy a range of healthy snacks that includes menus such as a choice of cucumber, carrot and bread sticks with dip and a piece of apple. They are suitably hydrated because they have access to fresh drinking water throughout the session. Children staying to lunch club bring their own packed lunches and parents receive a leaflet encouraging them to include healthy options in the lunch boxes. Children's well-being is safeguarded because staff have relevant food hygiene qualifications and the pre-school is registered with the local environmental health department. Children's awareness of healthy eating is greatly enhanced through a wide range of activities and resources. They see posters around the room that support healthy eating principles. They take part in many excellent activities that increase their awareness. For example they make traffic light sandwiches with healthy ingredients as part of a topic on 'people who help us'. They listen to outside speakers talking about healthy living. They have also just started a project to have their own allotment to grow their own fruit and vegetables and have planted apple trees as a first step towards this goal.

Children learn about the importance of good hygiene routines as they wash their hands after using the toilet and before eating. They are reminded of these routines because there are appropriate pictures above the wash basins. They receive excellent care in the event of an accident or needing medication because all staff have current first aid knowledge. Staff review accident records to assess whether preventative measures are needed to avoid repeat accidents occurring. Children are protected from cross-infection because the admission form makes it clear to parents that their child cannot attend when they are unwell. Staff obtain all recommended medical information before children attend the group. If a child has particular medical needs that may require the use of equipment needing technical knowledge, staff receive training from the child's medical practitioner.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use premises that are suitable and are kept clean and well-maintained. The layout of the equipment in the village hall is exceptionally attractive and welcoming. Children see their own work displayed and photographs of themselves enjoying activities as well as information relating to the current topics. They use a superb range of high quality, well-maintained

equipment. They are able to access some toys independently because some resources are stored in low-level containers that are clearly marked. They select major activities from the range put out by staff each day because of the storage limitations of this multi-user building.

Children receive care in a safe and secure environment because staff have assessed and minimised hazards. For example, radiators are protected and children are not allowed in the kitchen. There are robust collection procedures in place to ensure that children are collected by known carers. When children go on outings to the school playground they know which areas they are allowed to use and staff supervise the boundaries carefully. Children learn to protect themselves in an emergency because they have regular opportunities to practise the evacuation procedures and staff keep a record of the practices including detailed comments about the effectiveness of the practice. Children learn to keep themselves safe. For example, they know that they must walk in pairs and look and listen as they cross the road to school. In forest school they learn to use the fire circle safely. At the allotment they are taught how to carry tools such as spades and rakes without endangering others.

Children's welfare is safeguarded because most staff have a good understanding of the symptoms of child abuse and the procedures to follow if they were to have concerns about a child in their care. They keep a record of any existing injuries to children when they arrive in the morning. Children develop their awareness of their personal safety because they learn what is acceptable and unacceptable behaviour and become aware of their own bodies and their right to protect themselves. Staff teach them about risks posed by strangers and encourage them to communicate freely with trusted adults.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children of all ages settle extremely well in the happy family atmosphere of the pre-school and thoroughly enjoy the fantastic learning environment. The youngest children make excellent progress because staff have an excellent understanding of how children of this age learn and provide ample times of free play alongside opportunities for suitable activities that are in line with the principles of the 'Birth to three matters' framework.

Young children develop excellent communication skills. They select books from the comfortable book corner and look at them alone or with a trusted adult. They have great fun as they take part in a 'Jo Jingles' music session. They join in the words and actions of favourite songs such as 'My head, my shoulders, my knees, my toes' with great enthusiasm. They identify pictures of animals and learn what noises they make and split into groups representing each animal. Staff maintain children's attention well with the use of a puppet for each group to represent their animal. Children sing the 'Ride in the country' song and join in with the animal noises for their own group.

Young children have outstanding opportunities to explore different textures because staff allow them time to experiment freely. They spend time at the allotment. They develop hand control using tools such as trowels to dig in the soil or play with toy cars in the earth bed. In pre-school they make pictures of favourite television characters using paint or collage and play with 'gloop' and play dough.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an excellent knowledge of the Foundation Stage and fully understand the breadth of learning that children gain from each activity. They provide an extremely interesting and varied range of planned activities that covers all aspects of the six of areas of learning thoroughly. The planning is shared by all staff and clearly shows the intended learning outcomes for children of different ages and abilities. On one day each week a member of staff works specifically with the older children. Children of all abilities enjoy challenging activities during this time because the member of staff uses materials that extend their learning and suit their individual preferred styles of learning. All children, including those with learning difficulties and/or disabilities, make outstanding progress towards the early learning goals because staff observe their progress and make detailed evaluations of activities. Staff use these observations and evaluations to inform future planning and to set targets each term for every child in several areas of learning focusing particularly on their areas of weakness. Children benefit from excellent interaction with staff as they play because staff manage their time extremely well and are actively involved in children's play and learning throughout the morning.

Children use technology such as the interactive white board extremely competently to enhance their learning. For example, they use a game called 'Mini musical monsters' to develop their mathematical understanding. They count how many monsters come out of the van and then develop their awareness of one to one correspondence as they try to create a seat for each monster. They count to check whether they have enough seats and practise simple practical calculation and problem-solving skills as they decide whether they need to add a seat or take one away. They learn to recognise numerals as they count the dots on each monster and choose the correct domino for it. Staff support children's learning extremely well. For example, they encourage more able children to predict how many dots there will be on the last domino and they support younger children to use the programme by helping them to count the dots and find the right numbers.

Children make exceptional use of the outdoor learning environment, especially as all the facilities used are away from their own premises. They have just acquired an allotment in the village and enjoy their first visit. They gain maximum benefit because staff introduce the activity extremely well. Children see pictures and recall visiting the allotment with their parents to help prepare the beds. Children develop good language skills because they talk about what they will do at the allotment and they demonstrate a good knowledge of the natural world as they tell staff what flowers need to make them grow. At the allotment they develop good co-operative skills as they work in groups to plant new plants. They use a very wide range of tools such as trowels, spades and rakes to work the soil and extend their vocabulary as they learn to name less familiar tools such as a hoe. They learn how to dig a hole and put the plants in it. Older children learn about the roots of the plant and their purpose. They enjoy using watering cans to water their plants. Afterwards they have ample time to explore the environment. They discover mini beasts in the flower beds and they use their senses as staff encourage them to touch and smell the leaves of the herbs they have planted. Some children have enormous fun on the mound of soil because they wet the soil and then excitedly slide down it in their waterproof trousers.

Children enjoy many different activities in pre-school. They develop their creativity as they use sponge stamps to make pictures. Staff give children plenty of room to express themselves freely because they encourage older children to create different patterns with the stamps and allow younger ones to experiment freely with the stamps and the paint with additional help from their fingers. Children love listening to stories in the book corner or using the interactive white board. If they watch the story on the white board they talk about the story afterwards and staff

help them to recall and sequence the events in the story. Children express emotions as they talk about how the animal in the story felt when he could not get to sleep.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children of all ages develop their individuality and self-esteem because they have a strong sense of community in the pre-school. The manager greets them individually as they arrive each morning. They make wall displays that include a pre-school family tree with pictures and hand prints of everyone in the pre-school. Children develop a good awareness of our wider society because the pre-school provides a range of toys such as small world toys and role play equipment to support their learning. They learn about different cultures and religions as they celebrate a variety of festivals such as Diwali. They make Diwali lights and sweets, make a temple out of material and use it for role play. Parents visit the group to talk about the festival and to bring Indian food for the children to taste. Children also become aware of the local community because the group enjoys close links with the nearby primary school.

Children behave very well at the pre-school. They respond positively to the calm manner of the staff and their consistent expectations for children's behaviour. They learn to be considerate of one another as they play. For example, if they accidentally knock over another child's toy they are encouraged to stop and pick it up for them. Staff make excellent use of praise to commend children when they behave well. Children's challenging behaviour is managed effectively because staff are consistent. They talk calmly to the child and explain the reasons for the behaviour boundaries. They discuss concerns about children's behaviour with their parents and encourage them to seek help from outside professionals where appropriate. A detailed record is kept of serious behaviour incidents but children's privacy is compromised because other children are named on these records.

Children with learning difficulties and/or disabilities receive good care because the staff liaise closely with parents and, where appropriate, with outside agencies. Such children benefit from individual support from their key worker and the implementation of an individual education plan that is reviewed regularly with their parents. Effective procedures are in place to identify children who may need some additional support because of concerns such as language delay. Their needs are met because staff encourage parents to seek help from outside agencies and attend appropriate training themselves such as 'signalong' and 'nursery talk' to increase their understanding of the support they can give such children.

Children benefit from the good relationship that the staff have with their parents. Parents receive an informative brochure about the pre-school before their child attends. They receive ongoing information about their child's care through regular conversations with staff when they collect their child. Children are protected because parents are made aware of how to make a complaint to the regulator and a log is in place to record any complaints that might be made.

The partnership with parents and carers of funded children is outstanding. Parents have detailed information about the six areas of learning for the Foundation Stage included in the pre-school brochure. They additionally receive an excellent detailed weekly information sheet with information about what children are learning and ideas to continue at home. This enables parents to support and enhance children's learning at home very effectively. Parents are very aware of children's progress and development because they see their child's folder of work and development record regularly.

Organisation

The organisation is good.

Children flourish in the well-organised nursery environment and benefit greatly from the experience and expertise of the excellent team of staff who work with them. Staff ratios are met at all times and are frequently exceeded and the minimum qualifications requirements are exceeded because more than half of the staff are qualified with several having relevant Level 3 qualifications. Children are protected from harm because the recruitment procedures are extremely thorough because the committee have an excellent understanding of the relevant legislation. This ensures that all staff have undergone Criminal Records Bureau checks and are suitable to be in contact with children.

All of the required policies that contribute to children's health, safety and well-being are in place and there are effective procedures to ensure they are regularly reviewed and updated. However, children's welfare is potentially compromised because Ofsted is not always notified of significant changes to the operational plan such as alterations to the times of opening.

Leadership and management of the funded children is outstanding. Children benefit greatly from the very strong leadership provided by the manager for her excellent team of highly committed staff. She has a clear vision for the provision of the nursery education and is constantly initiating and reviewing changes to improve the quality of the nursery education that the group provides. Staff are all highly involved in the organisation of the group because the manager works hard to make best use of each team member's particular strengths to the benefit of the children. All staff attend regular training to update or extend their knowledge or to obtain relevant qualifications. The manager also involves the children in the planning process for projects such as the new allotment. She has a clear view of the strengths and weaknesses of the group and enthusiastically embraces new initiatives such as the Early Years Foundation Stage guidance to improve her outstanding practice further. The current committee are providing a high level of support because the Chair of the committee regularly discusses proposed improvements with the manager and committee members provide practical help with projects.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection of care the group was recommended to ensure accident and medication records are completed with all required signatures, to develop the uncollected child procedure and to carry out regular risk assessments of the premises. At the last inspection of the nursery education the point for consideration was to improve children's access to the newly purchased computer.

Children's welfare and learning are enhanced because these points have all been met thoroughly. Staff carry out regular risk assessments for the premises and have extended this process to include outings. They review the assessments annually and take action to remedy any identified hazards. The uncollected child policy has been developed and is readily available to staff and parents in the policy folder. A new system is in place to record any medication that may be needed. All details of accidents are recorded and the records are signed by parents when they collect their child. After the last inspection the new computer was set up and is still available to children at all sessions. The group has now extended the range of equipment available

through the purchase of an interactive white board and children are making excellent use of this technology to enhance their learning as described elsewhere in the report.

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 outstanding.

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 system for recording behaviour incidents to ensure that other children are not named on incident records
- improve procedures to ensure that Ofsted is notified of significant changes to the operational plan such as a change in hours of opening.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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