

# Fenstanton Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	221819
<b>Inspection date</b>	29 November 2007
<b>Inspector</b>	Emma Bright
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<b>Registered person</b>	Fenstanton Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Fenstanton Pre-School is managed by a voluntary management committee, made up of parents of children at the setting. It opened in 1970 and operates from a single storey mobile building within the grounds of Fenstanton Primary School in Fenstanton, Cambridgeshire. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open five days a week during school term times. Sessions are from 09:05 to 11:35 and 12:30 to 15:00. A lunch club is offered from 11:30 to 12:30. All children have access to an enclosed outdoor play area.

There are currently 40 children aged from two to four years on roll. Of these, 30 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a small number of children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The pre-school employs six staff. Of these, three hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children thrive because they are very well cared for if they become unwell or in the event of an accident because clear information is gathered from parents. Extensive records and documents are in place to record accidents and any medication which has been administered. For example, 'Mr Bump' letters are given to parents for any head injury which also contain information on what to look for if their child becomes unwell. In addition, all full-time practitioners hold first aid certificates. All children show an excellent understanding of the importance of good personal hygiene, which they learn through regular routines and sensitive reminders from practitioners when necessary. For example, children competently wipe their noses and carefully dispose of the tissue in the bin.

Children successfully learn about leading a very healthy lifestyle through interesting, practical experiences. They are able to run around, exerting themselves outdoors and get plenty of exercise to promote their growth and development. For example, children travel through, under and over large apparatus with confidence and trot along on their hobby horses. Children develop their small muscular skills and use a superb range of tools and utensils to acquire new manipulative skills. For example, they weave ribbon through mesh fencing and use scissors to cut and snip with very good control. Children recognise the effect of activity on their bodies; they help themselves to water from individual water bottles explaining that they are thirsty. This means children well hydrated and can think effectively.

Children's nutritional needs are extremely well met; they enthusiastically tuck in at snack time to pieces of pear, apple, and banana, which they carefully prepare themselves. Children thoroughly enjoy the social aspect with their peers and adults during snack time, which is provided on a 'rolling' basis so that they can choose when they want to eat. This allows them to continue their activities and enhances the flow of the session. In addition, children benefit from the healthy packed lunch provided by their parents because they follow the setting's healthy eating policy. Packed lunches are stored in the fridge so that food remains very fresh and safe for children to eat.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children's welfare is fully safeguarded; they are very well protected and kept safe from harm as all practitioners have an excellent understanding of their role in child protection. They regularly access training to ensure their knowledge is up-to-date and in line with local procedures. Parents are well informed about the setting's responsibilities through a clear and detailed policy, which is included in the parents' prospectus. Children's safety is greatly enhanced by thorough security procedures to restrict access to the setting and prevent them from leaving the premises unaccompanied. Parents and carers are absolutely clear about the setting's procedures and this effectively assures children's safety. Children learn about keeping safe as practitioners provide simple, but clear explanations to help them think about how, for example, they should carry scissors; children explain that 'you have to walk'.

Children learn and play in a clean, bright and well maintained building; great emphasis is given to making sure that the environment is welcoming for children and their families. The rooms are expertly set out before children arrive each day, with a wealth of exciting and challenging

activities, which stimulate children's interest. Children's art work is beautifully displayed and this significantly enhances their sense of belonging. They use an excellent range of interesting resources that are appropriate for their age and stage of development, and these are rigorously checked by practitioners to ensure they are in good condition and are completely safe for children to use. Children confidently select resources to support and develop their play; they engage in purposeful activity and safely choose items themselves which significantly enhances their independence.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children's experiences are significantly enhanced by the skilful interaction of practitioners who clearly enjoy working with them and use their excellent understanding of child development to support children's learning. Children acquire new knowledge and skills because practitioners gently encourage them to participate in activities, using excellent questioning skills to help children think and develop their language. Children are highly independent and confident, readily directing their own learning; they busy themselves, selecting additional resources to support their play from the superb range available to them. Children play a dynamic part in the setting; they actively pursue their own interests and are highly motivated by the rich learning experiences on offer.

All children arrive happy and with eager anticipation at the setting. They relish their time in the highly stimulating and extremely well resourced environment, which puts them first. Children play effectively on their own or with others and form strong friendships with their peers. Close and caring relationships throughout the setting increase children's sense of trust and help them to develop a strong sense of self. Children eagerly explore the excellent range of resources and materials which they select to make their own wonderful creations. They demonstrate pride in their work and eagerly share it with others announcing 'I made that all by myself!'

### **Nursery Education.**

The quality of teaching and learning is outstanding. Practitioners effectively assess children's achievements and this ensures that they build on what children already know and can do. Planning is exceptional because practitioners understand how everyday activities support children's learning and they plan a balanced programme of activities and experiences that help children take the next step in their learning. There is an excellent balance between adult and child-led activities, which allows children to pursue their own interests and learn at their own pace. Children make outstanding progress because practitioners have a thorough knowledge and understanding of the Foundation Stage. They are perceptive to children's interests and make effective use of questions to challenge their thinking and language skills. Children respond positively to this challenge and enjoy demonstrating what they know with great enthusiasm.

Children have many excellent opportunities to learn about mathematics; they demonstrate well developed problem-solving skills, working out that the bridge needs to be 'higher' so that the car can drive underneath. Children understand positional language and can place themselves next to, behind or in front of each other. They use tape measures to find out which bag is the biggest and know that 'a two and a three together is a big number'. Children enjoy conducting simple experiments: they immerse conkers in water and excitedly observe how they float. They also notice that one conker is different and explain the difference saying 'this one sank and this one is swimming'. Children make kites from plastic bags tied with wool and fly them outdoors; they evaluate the activity and talk about why some bags are better than others. They

also find out that if the handles are tied together the kites can't fly because 'the wind can't go in because it's closed'.

A word rich environment means that children's early literacy skills are developing extremely well; they demonstrate understanding that print carries meaning in activities such as making their own newspaper with pages showing 'dogs for sale' or 'what's on television'. Children take delight in listening to well-read stories, joining in eagerly to say what might happen next. Their continuing interest in books is further encouraged through a library system which allows children to take books home to share with their parents. Children are developing exceptionally good speaking and listening skills; they confidently make valuable contributions to group discussions and enjoy sharing what they know. For example, they know that 'you can grate cheese, put it in a sandwich or have cheese and pickle'.

Children are extremely independent and the range of stimulating activities enables them to share responsibility for their learning. For example, they competently prepare their own snack, carefully and safely cutting their own fruit. Children's behaviour is exemplary; they learn from practitioners' good example saying 'please' and 'thank you' which promotes harmony and means that children play in warm and secure atmosphere. Children explore their creativity in the excellent range of art and craft activities because a strong emphasis is placed on developing children's self-expression. They freely produce excellent drawings, pictures and models to represent their ideas and these are beautifully displayed for others to admire and enjoy. Children express their imagination and act out scenarios using their imaginations in the role play area. For example, they pretend to be 'mummies and daddies'; 'Mummy' takes the 'baby' to the doctors, while 'Daddy' stays at home and does the vacuuming.

### **Helping children make a positive contribution**

The provision is outstanding.

Children's behaviour is exceptional. They interact confidently with adults and their peers, learning to consider the needs of others and to work together co-operatively. Practitioners set clear boundaries and have high expectations for all children in the setting, which helps them to learn to negotiate with others and take responsibility for their own behaviour. For example, children readily share resources with others and announce that they are very kind because they 'let someone else have a turn'. Practitioners use positive language to reinforce the rules of the setting and as a result, children work harmoniously together.

Children with learning difficulties and disabilities benefit from practitioner's experience and caring support, which enables them to participate at their own pace. Practitioners actively work with parents, carers and other agencies to support children's needs and this ensures that they are fully included in the life of the setting. Children benefit from the setting's very strong emphasis of working with parents and carers; excellent settling in procedures that are based around their individual needs helps to support children in the transition between home and the setting. Parents receive clear and detailed information so they know about activities and events, and have daily opportunities to discuss their child with practitioners.

Practitioners are sensitive to children's needs and consistently interact with them at a high level to extend their learning and play; they listen to children's comments and ideas, treating what children say with respect. This contributes significantly to the children's sense of belonging and continuously develops their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered. They have very good opportunities to learn about themselves, each other and the world around them through a range of very well planned

activities. For example, children dress up in costumes in order to raise money for charity and this helps them to learn about the needs of others.

The partnership with parents and carers of children in receipt of early education is outstanding. Practitioners are keen to involve parents in their children's learning. They have set up a book lending scheme and provide parents with 'activities at home' sheets. These inform parents of their current topics and suggests activities that they could enjoy at home with their children to support their learning. Practitioners actively seek parents' views about their child's needs, interests and achievements on a regular basis throughout their time at the setting and this contributes significantly to children's well-being. Children's records are available to parent's on a regular basis and they meet regularly with their child's key worker to ensure that they know how their child is progressing and developing.

## **Organisation**

The organisation is good.

Children are happy and confident because practitioners develop warm and caring relationships with them. For example, an effective key worker system ensures that all children's needs are clearly known and met. Children benefit from a very well prepared environment that promotes positive outcomes for all children and this contributes significantly to their enjoyment at the setting. Rigorous recruitment and vetting procedures ensure that practitioners are suitable and have appropriate skills and knowledge to work with children.

Practitioners work exceptionally well together as a cohesive team and demonstrate great enthusiasm for creating a learning environment that stimulates and challenges children of all ages. Policies, records and procedures are clear and comprehensive, clearly underpinning the very good practice in promoting positive outcomes for children. However, some documentation is not completely up-to-date, which could potentially affect children's welfare. There is a high emphasis on professional development and practitioners regularly attend a range of training opportunities. As a result, children benefit from practices which are in line with current ideas and legislation.

The leadership and management of children in receipt of funding for early education is outstanding. The Lead Practitioner effectively monitors the quality of the nursery education, which ensures that children benefit from the outstanding provision. All practitioners demonstrate a real commitment to continuously developing the setting's practice to ensure that all children have access to outstanding quality learning experiences. The Lead Practitioner works very well with her team and together they have a clear vision of the high quality childcare and education that they wish to provide. Their wealth of experience and expertise has helped to create a child-centred environment which puts children first. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider agreed to minimise risks within the premises. Heaters have been fitted with fireguards and a new safety surface is in place under the climbing frame, which means children's safety is assured.

At the last nursery education inspection, the provider agreed to improve opportunities for parents to be involved in their child's learning. Parents contribute to their child's records and have opportunities to share in their child's learning. This means children benefit from the sharing of information which staff use to plan for the next steps in each child's learning.

### **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):

- continue to review the policies and procedures to ensure they are up-to-date.

#### **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](http://www.ofsted.gov.uk)