

Holme Village Pre-School

Inspection report for early years provision

Unique Reference Number	221868
Inspection date	13 December 2007
Inspector	Denise May Smith
Setting Address	Village Hall, Short Drove, Holme, Peterborough, Cambridgeshire, PE7 3PA
Telephone number	01487 830344
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Registered person	The Trustees of Holme Village 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 outstanding. 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?

Holme Village Pre-School operates from two adjoining rooms in the village hall in Holme, Cambridgeshire and serves the local area and surrounding villages. A maximum of 26 children may attend the group at any one time. The pre-school is open 09.00 to 11.30, 11.30 to 12.45 for a lunch club and 12.45 to 3.15 on Monday and Thursday. The group also opens from 09.00 to 11.30, 11.30 to 12.45 for a lunch club on Tuesday and 09.15 to 11.15 on Wednesday and Friday, term time only.

There are currently 28 children aged from two to under five years on roll. Of these, 22 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications and three are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children experience excellent daily opportunities to take part in physical exercise both indoors and when outside. Indoors children enjoy using the child-sized step and running apparatus; they move to music using hoops and silk squares and climb on and travel across obstacle courses. Staff ensure children have access to fresh air daily; in cold weather they put on their coats and their Wellington boots if it is raining, and go outside to experience the different weather conditions. Outdoors is very well used and provides children with a wealth of opportunities to explore the six areas of learning. Shade is provided in hot weather to protect them from the sun. Children confidently use a range of wheeled resources, such as ride-on bikes, scooters and prams which they push and ride around negotiating the surrounding space. Children have use of the school swimming pool in the summer to further extend physical activity and encourage children to become water confident. The group employ outside specialists to lead music, dance and children's yoga classes to further enrich their experiences and promote a healthy lifestyle.

Children's health and well-being is given the highest priority by all of the diligent staff. Children's accidents are appropriately treated and recorded by trained staff and children's medical and medication needs are comprehensively recorded and met, with clear instructions from parents for any particular care needs required. Staff attend additional training as required in order to ensure they can meet these needs, providing an inclusive environment for all. Children routinely wash their hands before eating and after toileting with anti-bacterial soap and use individual paper towels for hand drying to prevent the spread of infection. Staff remind children with explanations as to why they should follow these good procedures. Nappy changing procedures promote children's health and a comprehensive policy regarding the care of sick children and the exclusion of those who are unwell is available to parents which helps to reduce the risk of cross-infection.

Children's healthy eating is actively encouraged through effective partnerships with parents and the wide variety of healthy snacks provided by the group. Children further develop their knowledge and understanding about healthy foods through planned activities such as the sorting and grouping of fruit and vegetables and preparing food such as a healthy fruit salad to eat. Children's individual dietary needs are well known by staff, which ensures parents' wishes are adhered to. Children are offered milk, juice or water at snack time and independently access water from the jug and cups set out for them during the session so that they do not become dehydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are extremely safe as staff have an excellent knowledge of potential risks to children and take the appropriate actions to reduce these promptly. Children regularly practise the emergency evacuation procedures to ensure they know how to leave the building safely and staff clearly record and evaluate these fire drills to inform their future practice. Children's safety is given the utmost priority by confident staff who deploy themselves effectively to ensure the premises are secure to prevent children leaving unsupervised and uninvited visitors gaining access. Children learn about keeping themselves safe through routine reminders by staff, such as to 'sweep up the spilt beans and lentils so they do not slip up'.

Children greatly benefit from the well-organised play spaces, both inside and outdoors. They play in a clean and welcoming environment where the bright displays of children's work make them feel part of the group. They freely and safely access resources as they make choices in their play. The children refer to the photographs of the toys which are displayed at the end of storage trolleys to help them locate their chosen toy. Staff ensure there is a wide range of good quality, interesting and stimulating resources available for inside and outside play, which benefits children's self-selection.

Children's welfare is very effectively safeguarded as the staff have excellent knowledge of the signs and symptoms of abuse and the procedures to follow in line with the Local Safeguarding Children Board. All staff have attended child protection training and are confident to refer to the effective, accessible procedures and guidelines should the need occur. Their up-to-date knowledge promotes children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children of all ages thoroughly enjoy their time in the group and are very well supported by the caring staff. Children are familiar with the consistent daily routines which enable them to settle quickly to their play. Children relish self-selecting from the vast range of accessible resources and taking part in new activities and experiences. They greatly benefit from staff's knowledge and understanding of the 'Birth to three matters' framework, which is effectively implemented and used with the Foundation Stage to meet children's individual care and learning needs.

Nursery Education

The quality of teaching and learning is outstanding. Children are forming excellent relationships with their peers and the staff. They are welcomed individually into the group, where they quickly settle to an activity of their choosing. They stop when asked and happily help to tidy up, working well together. Children are busy throughout the session as they become engrossed in their play, concentrating and persevering as their play develops. Children relish the opportunity to explore paint and printing, confidently explaining how they mixed 'pink' from the different coloured paint available. They explore a range of messy play activities such as wriggling their feet in bowls of shaving foam and digging with their hands in jelly. Children are routinely encouraged to recognise shapes and colour and count throughout their play. They count confidently and take part in many worthwhile activities which help them develop an understanding of number and how these relate to groups of objects. They accurately use and show a good understanding of positional words such as 'top', 'middle' and 'bottom' and begin to understand mathematical concepts as they build and construct in three dimensions.

Children confidently communicate their needs and express their ideas and emotions through their play. They approach staff to help them, ask questions about how things work such as sharpening a pencil or why a tape recorder will not play. Staff are excellent role models and they explain to children and encourage them to think and to problem solve.

Children are making excellent progress in their learning as the staff team has such a good knowledge and understanding of the Foundation Stage and how children learn. They plan an exciting curriculum which covers all areas of learning and identifies clear aims and objectives. The plans clearly relate to the three identified play areas, and includes the outdoor area as one of these because this area is seen as equally important in supporting the children's learning.

Staff spontaneously support children as necessary or challenge them in their learning, showing their very good understanding of children's development. Children's progress records help to identify and plan for their next steps of learning. Children enjoy participating at story time, when staff ensure that all children are engaged. This leads to an interactive story time, with children making predictions about the story and joining in with familiar lines.

Parents and visitors are invited into the group to share their knowledge and skills, such as a father sharing his knowledge of carpentry and parents bringing in animals to show the children. Other visitors such as the 'Insect Road Show' further develop children's interest and inquisitive natures. Children use technology throughout the sessions. They navigate through simple programmes, use calculators and thoroughly enjoy using metal detectors, going around the room identifying the metal pipes and objects such as fire extinguishers. Overall, children experience rich opportunities and thrive in this busy, interesting setting.

Helping children make a positive contribution

The provision is outstanding.

Children's individual needs are exceptionally well met as all of the staff respect and value each and every child in their care. Children learn about diversity as they use resources which are representative of our multicultural society and during planned activities. These activities develop children's understanding of difference both within the group and within the wider community. Children's learning about difference is supported in meaningful ways. For example, children learn about Diwali through role play; they dress up and perform small plays for each other. Children taste food from around the world and take part in many art and craft activities.

Children with learning difficulties or disabilities are exceptionally well supported by the experienced, professional staff, who work with parents and other professionals to help children to achieve their best. Staff use basic sign language with all of the children at key times and during songs to ensure all children are fully included in all aspects of the group. This also develops children's skills and knowledge as they learn different methods of communication. Activity plans are written to ensure children's different individual needs are known and taken into account ensuring all children are able to access the curriculum and are challenged appropriately.

Children's behaviour is exemplary as all of the staff are excellent role models who treat all children with the utmost respect. They encourage children to be polite and give them their full attention when listening and talking to them. As a result, children respect and care for each other. Children greatly benefit from the staff's calm, consistent behaviour management, where positive behaviour is noticed and rewarded. For example, staff praise children for being kind to each other. Children's spiritual, moral, social and cultural development is fostered.

Children's daily routines and information about the planned activities are shared with parents. Comprehensive systems are in place to ensure all necessary information is gathered from parents so that children's individual needs can be met. Parents form the effective committee who are responsible for the management of the group. Parents have full access to all the policies and procedures which are available in the main hall whenever sessions are running. Other relevant information is displayed for parents on their notice board, including Ofsted's telephone number should parents wish to make a complaint.

The partnership with parents for children in receipt of nursery education is outstanding. The staff actively encourage parents to become involved in their children's learning and to share

their skills with the group. For example, a parent who is a carpenter came into the group to share his skills. Parents are encouraged to read their children's progress records, to view the photographs of their children taking part in activities and to contribute to their assessments of what they know and can do. They are given information on the Foundation Stage and staff share, and give parents a written copy, of the identified next steps of learning so that they can further support their children at home.

Organisation

The organisation is outstanding.

Children's care is significantly enhanced by exceptional organisation and the excellent team work of professional, caring, committed staff. There are effective systems in place for staff recruitment, induction and their ongoing professional development. The staff team is very consistent and all have an in-depth knowledge of the National Standards, which greatly benefits children's care.

There are highly effective registration systems in place for children, staff and any visitors to the group. For example, children are signed in and out on arrival at the setting and a separate outings folder is taken on all visits to school or into the local community containing a detailed register and all children's information in case of an emergency. Children are extremely well supported as staff ratios are consistently maintained, and additional staff employed to support children or particular activities as required which ensures each child's individual needs are met. Children greatly benefit from the smooth organisation of daily routines and the very effective deployment of confident staff who have clear roles and responsibilities. Documentation is extremely well organised to ensure confidentiality and benefit children's care. A knowledgeable administrator is employed to ensure that all documentation is up-to-date, and that all regulations, conditions of registration and standards are effectively met. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is outstanding. The group is extremely well led and managed with all staff dedicated to improving the outcomes for all children. Highly effective systems are in place to monitor and evaluate the delivery of the National Standards and the quality of the nursery education. All staff take responsibility for ensuring the curriculum for these young children is broad, balanced and effective in helping them make outstanding progress towards the early learning goals. Strong links have been made with the local village school and other schools that the children feed into. This helps to make the transition to school a seamless and positive experience for the children.

Improvements since the last inspection

At the last care inspection the committee agreed to keep a sufficiently detailed record of significant issues and share this with parents. A highly effective system is now in place and routinely used. The group now provides children with many opportunities to develop their independence as they now confidently make choices in their play from the many self-accessible resources available.

At the last nursery education inspection the committee agreed to provide frequent opportunities for children to gain an awareness of rhythms in spoken words and to link sounds with letters. Comprehensive systems are now in place to ensure children regularly have opportunities to practise and develop their language skills in a variety of ways including hearing and using

rhyiming words. Staff are skilled at enabling children to link sounds to letters throughout their play as opportunities arise in addition to the many planned activities.

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

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

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