

Iver Village Pre -School

Inspection report for early years provision

Unique Reference Number	108027
Inspection date	05 February 2008
Inspector	Claudia Padfield
Setting Address	High Street, Iver, Buckinghamshire, SL0 9QA
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Registered person	Sandra Davis
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?

Iver Village Pre-school first opened in 1981. It operates from the Community Rooms in the grounds of the Junior School. A maximum of 32 children may attend at any one time. The nursery is open each weekday from 09.10 until 11.45 and for four afternoons from 12.20 until 14.50 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from two to under five years on roll. Of these 44 children receive funding for nursery education. Children attend from the local surrounding area. The nursery currently supports children with learning difficulties and/or disabilities and children with English as an additional language.

The nursery employs 11 staff. Of these six hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a nourishing and sociable snack time. They relish the warm toast and selection of fruits. Staff ensure the children sit in their key groups for snack which is held at a leisurely pace and enables children to share news and talk with staff about events in their lives. Staff encourage and support the children who are very polite and say please and thank you with little prompting from the staff team. Children are becoming independent and share the plates around the table and help themselves to the selection of fruit. This builds their confidence and self esteem. Children happily engage visitors in their conversation at the table and ask questions to gain further knowledge and life experiences.

Children are aware of the daily routines, they independently access the bathroom and staff support and encourage the younger children within the group. They respect the children's privacy and respond to personal needs quickly. For example wiping noses and changing nappies once the child feels happy and settled. Staff work together to protect the children's well being; they complete the accident/ medication book and ask parents to sign upon their return. Staff attend a range of courses and have the appropriate first aid qualification which they update as required.

Through the flexible planning of the curriculum the children have regular opportunities to use the outdoor space and staff ensure that they have a range of activities inside and out that challenge their fine and gross motor skills. Children thoroughly enjoy the morning singing session outside in the fresh air, confidently suggest the selection of rhymes and songs with excitement and then eagerly participate with action and words.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff complete a range of daily risk assessments at the start of every session, these actions protect the children within their care. Through explanation and consistent boundaries children are learning how to stay safe. However within the garden space the shed windows need to be made safe. Children know not to run inside and change their shoes upon arrival to ensure they do not slip. Children confidently count the numbers attending each day and this is documented on the visual register as a secondary back up and denotes any different activities, collections or visitors for the session. Children have access to a wide variety of toys and equipment which is regularly rotated to ensure they are interested and challenged by the range of activities. Staff work closely together to ensure these are suitable for purpose and safe for use. The staff and children regularly practise the emergency evacuation procedure but need to review the measures in place to identify a fire.

Staff are aware of the safeguarding duty the group have towards the children in their care. Many of the staff team have recently updated their training and the policy and procedures reflect this. Contact numbers are easily available should a concern arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive and settle quickly, they eagerly share news with staff members who listen with interest and extend their thoughts through open questions. Children anticipate the morning routine and are growing in confidence as they count the numbers of children during registration. They are able to count by category for example the number of girls and boys attending. Staff demonstrate they have a very good knowledge of the children's likes, preferred activities and interests and provide a wide range of interesting activities and events to support their developmental needs. Children often go to staff for support, comfort and guidance and frequently invite and welcome them into their play. For example during the construction of a marble run the children work cooperatively seeking advice and support to ensure the structure is successful. Friendships are developing and valued by the staff team; children choose who they sit next to at registration and less confident youngsters hold hands for reassurance.

Nursery Education

The quality of teaching and learning is good. Children make good progress as they access a wide range of resources which they enjoy and engage at for extended periods. Staff plan a range of weekly activities. Staff extend children's learning by asking open ended questions, which encourages their language development and extends their thinking and knowledge. Written plans cover the six areas of learning. They clearly show the children's progress which is recorded in their individual files of achievement. However more effective use of evaluation would differentiate activities more successfully to enhance outcomes for all.

Children learn inside and outdoors as staff bring the curriculum to both areas well. During the morning sing song children enjoy the space of the garden to complete the actions of their chosen songs. They sing loudly and relish the ability to participate with the whole staff team. They make suggestions about which songs to sing and confidently explain the actions when a member of staff forgets. Children enjoy a good balance of stimulating practical opportunities for them to independently investigate and explore, as well as planned activities. They are keen, interested and eager to learn. They are very confident and settle quickly into the familiar routines, for example preparing for tidy up time. Staff give a warning of five minutes and then explain what they need to do. All the children busily engage in tidying up, working cooperatively with each other to get the job done.

Children use tools safely and skilfully for a range of purposes. They show good physical skill as they mould and manipulate dough, using tools to cut, poke and flatten to achieve a desired effect. They also construct with larger materials such as the marble run and the train set. They estimate and calculate when building; discussing the actions they take and informing staff if they need support and help.

Helping children make a positive contribution

The provision is good.

Staff provide a calm and positive approach to the children in their care. They value each child as an individual and through key staff provide a consistent and interested level of communication with the children. These bonds are further developed as children sit in key groups for snack time. Children's spiritual, moral, social and cultural development is fostered, through the careful attention staff give to each child's personal and social development. Staff promote an inclusive provision and all children are positively welcomed. Resources reflect positive images of diversity

and acknowledge cultural differences. Children are helped to consider and value diversity through activities centred on various festivals and celebrations. Staff understand policies on equal opportunities and work within these treating children with equal concern, whilst celebrating their individuality.

Partnership with parents and carers is good. Staff build up strong relationships with parents and keep them informed of their child's progress and achievements through verbal discussions, regular newsletters and notice boards. This develops a good two way flow between home and the setting, promoting continuity of care for the children.

Organisation

The organisation is good.

Recruitment and vetting procedures are effective and ensure that children are well protected and cared for by qualified staff with good knowledge and understanding of child development. Staff actively attend a variety of short courses to update and refresh their knowledge. All of the required documentation is in place to ensure children are well cared for. The staff team work hard to provide a welcoming environment and actively seek solutions to difficulties that arise within the premises. The policies and procedures are accessible to all and cover all the required elements for registration.

The leadership and management of the nursery education is good. The staff team work well together and continually review the day to day care and education of the children. Parents are informed through the relaxed and approachable manner of the management. Record keeping systems are used well to meet children's needs and contain sufficient detail. For example, children's attendance times are accurately recorded. All regulatory documentation is in place and kept for required time. These are stored securely and confidentiality maintained. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to make improvements to aspects of the documentation and the method children dry their hands. The group have now implemented paper towels to dry their hands. This protects against cross contamination. During the education inspection the group were asked to enable parents to access information regarding the Foundation Stage this has been addressed through parent consultations and children are now given many opportunities during imaginative and creative play to practise emergent writing skills.

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):

- review the risk assessments within the building and garden to ensure they protect the children in your care

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 effective use of evaluation to differentiate activities more successfully to enhance outcomes for all

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