

# The Horseshoe Community Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	122744
<b>Inspection date</b>	31 October 2007
<b>Inspector</b>	Sandra Patricia Jeffrey
<b>Setting Address</b>	Banstead Youth Centre, The Horseshoe, Bolters Lane, Banstead, Surrey, SM7 2BQ
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<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Horseshoe Community Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

The Horseshoe Community Pre-school has been established in Banstead village since 1974.

It is a non profit making registered charity, managed by a parent committee and serves the local community.

The pre-school operates from the community Youth Centre, Monday to Friday, term time only from 09:15 - 12:00. In the Spring and Summer terms the pre-school offers two afternoon workshops, on a Wednesday and Thursday, for children who receive early years funding. Children attend for a variety of sessions.

During operational hours the pre-school has sole use of the large sports hall, a small room for quiet activities and an enclosed outside play area. The pre-school shares kitchen and toilet facilities, but ensures children can use the toilets when other patrons of the centre are not present. Children are escorted to the toilets at all times.

The pre-school accepts children in the term of their third birthday and up to the age of five years.

At the time of the inspection there were 26 children on roll and of these 22 were in receipt of early years funding. At the time of the inspection there were no children attending with learning difficulties and/or disabilities, but the pre-school has previous experience of caring for such children. At the time of the inspection two children were learning English as an additional language.

There are seven members of staff employed and five work directly with the children each session. All members of staff have a recognised childcare qualification and five members of staff hold a current first aid certificate.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The premises are clean and staff encourage children to follow simple routines, for example, children know to wash their hands after messy activities and after using the toilet. However, shared bowls of water are used for hand washing, increasing risks of cross infection. Staff talk about the need for children to brush their teeth, especially after eating sweets, when the children talk about going out for 'trick and treat' as part of the Halloween celebrations.

Children benefit from healthy snacks. Children were observed sitting together to enjoy a drink and fresh fruit and raw peppers during snack time, laying the foundations for healthy eating. Children enjoy good opportunities to cook and bake within the setting. Children were observed making a birthday cake and pumpkin soup during the two day inspection. Children's dietary needs are respected because staff talk to parents to ensure these can be catered for at the beginning of each placement. Ensuring children always have access to drinking water will prevent them from becoming thirsty. None of the staff currently hold food hygiene certificates. This hampers staff's ability to fully assess their arrangements for providing food and drink to young children.

Children's health is protected because staff are well informed about children's medical conditions and other health considerations. Detailed information is collected at registration to make sure staff are aware of all relevant issues. There are five members of staff that hold current first aid certificates, enabling them to deal appropriately with any accidents that may occur. All documentation for the recording of accidents and medicines are in place and parents are kept well informed about any incidents.

Children enjoy a very well planned range of physical activities which contribute to their good health. Children have access to a secure outside play area and the netball court and grounds of the local infant school.

Children develop self confidence in their large physical skills as they participate in the good range of activities provided, including dancing, climbing, music and movement and soft play sessions. They confidently practise their balance and movement skills, competently climb on the climbing frame and enjoying sweeping up the leaves that have fallen in the garden. Activities including cutting and sticking, fitting puzzle pieces and using rolling pins and cutters with the play dough, ensure that children practise and develop their small physical skills and co-ordination.

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

The provision is good.

Children play in clean premises using resources and equipment which are plentiful, safe and in very good condition. Children move safely and freely due to the vigilance of the staff, who help children to develop their understanding of keeping safe. They gave explanations to the children about fire safety when they sing the 'matches safety song' as they light the candles on the birthday cake at snack time.

Children are encouraged to think about their own safety when playing and are prompted to remember the 'climbing frame rules', being only four children at a time and sitting on bottoms when sliding down. Children are well-supervised and supported in their play due to good staffing levels.

The security of the premises is very good ensuring children are unable to leave without a suitable adult. Children and staff have a good understanding of the procedures to follow in the event of an emergency, such as fire, because these are regularly practised on a termly basis.

Children's welfare is generally protected because clear safe guarding children policies (child protection) are in place which give details of the procedures to be followed if staff have concerns about the wellbeing of the children in their care. The procedure to be followed in the event of an allegation being made against a member of staff however, is not in place. This does not fully safe guard children's wellbeing.

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

The provision is good.

Children enter the setting happily, and quickly choose what to play with. Interesting toys and activities help the children to settle and concentrate. Staff and children have good relationships. Staff are caring in their approach and offer the children good support. The use of lots of praise and encouragement develops children's self-esteem. This fosters their emotional wellbeing and helps them to achieve.

The children are familiar with the regular daily routine, they are confident and are able to choose their own activities, they play co-operatively with their peers for good periods of time. The play equipment is set out at low levels, which enables children to self-select their choice of activity and allows them to explore and investigate at their own pace.

## **Nursery Education**

The quality of teaching and learning is good. Children progress well, supported by staffs experience, confidence and knowledge of the Foundation Stage. Detailed plans cover the areas of learning and demonstrate staff's understanding of the Curriculum Guidance. Staff are adept at linking planning across the activities, for example, the current theme is threaded throughout all areas of the session. Clocks and watches are available for the children to use as they learn about time, incorporating day and night and the colours black and white. Activities including making paper clocks to take home and painting a night scene for the role play area help to re-enforce the children's understanding.

Children are able to sit and concentrate well. They listen to and enjoy stories and know how to handle and use books correctly. Staff involve the children in the stories asking them their opinions and prompting the children to predict what will happen next during a reading of

'Winnie the witch' as part of the settings, for example, Halloween celebrations. This helps children to understand that books provide pleasure and that print carries meaning. Good questioning skills by staff extend the children's understanding and enjoyment of books. Children are encouraged to sit nicely and are praised for good listening. A lovely interactive session. Children are also encouraged to take story books home to share with parents, therefore enabling the parents to play an active part in their children's early 'reading' development.

The environment has text and visual clues to aid children's reading skills, such as signs for the various areas within the setting. This helps children progress as they develop their early reading skills. Increasing the visual clues and written words and numbers was discussed with the manager who advised that the group are limited by the restraints of the shared building. However, the manager has agreed to look at different ways of improving in this area. Children begin to recognise their names because staff provide regular opportunities for them to do so. Name cards are used when the register is called and also during snack time, when the children's name cards are placed on the tables, this helps them to recognise their own written name. Children have good opportunities to regularly write for different purposes, for example, within the role play and office areas.

Generally good use of counting during everyday routines and activities, such as when taking the register and counting cups at snack time, encourage children's understanding and use of number. Although, the current system when counting children during the registration session is a little confusing and does not meet all children's needs. Children benefit from a good supply of mathematical resources that stimulate their imaginations. There are numerous working clocks and time themed puzzles available. Egg timers are used for turn taking on the computer and staff are adept at encouraging the children to think about maths in all aspects of the session, from basic counting to simple adding and subtracting.

There are good opportunities for children to use their creativity as they enjoy art and craft activities, when they take part in number and shape printing, for example, and when they draw black and white, day and night pictures in line with the current theme. Children have good opportunities to use scissors and glue and can independently access the paint easel on a daily basis.

Children make good progress in all areas of learning. Staff effectively use written observations to evaluate and record what the children can do. Staff use this to highlight areas they need to develop and to plan for the children's next stage of learning.

Children enjoy music and movement sessions where they fly like an aeroplane and waddle like a penguin. They also enjoy singing fun interactive songs about 'Fred the Spooky Hairy Spider' and the 'Good morning - good bye' song, which is sung at the beginning and end of each session.

Children have good access to a range of programmable toys and resources, including a new computer, that will allow the children to have daily access to a selection of games and programmes suitable for their age. The children were seen to access this independently during the inspection, confidently and competently using the mouse to access the programme.

Children each receive a 'Teddy award' once a week for actively participating in the letter and or colour of the week or similar activities within the setting. This encourages the children to become involved in their learning with the knowledge of a reward at the end.

All staff interact with enthusiasm in all aspects of the children's play and the children in turn, respond with great enthusiasm. This fosters their emotional wellbeing and helps them to achieve and progress.

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

The provision is good.

All children are welcomed and included in the setting because staff value and respect their individuality. Staff are very knowledgeable about all the children and clearly know who may need additional support. The setting supports children with learning difficulties and/or disabilities and ensures children can fully participate in all activities. Staff develop their knowledge of these children as they attend training in areas such as sign language and by working closely with parents and any other agencies involved in the care of the children. There are also good systems in place to support children who speak English as an additional language. Children are encouraged to enjoy all resources and activities provided. Well-planned activities based on a range of beliefs teach children about different cultures and festivals.

Children's behaviour is very good. Staff have high expectations and are positive role models and readily praise good behaviour. Children often remember to say "please" and "thank you" spontaneously and staff gently prompt if they forget. Staff use calm and effective methods to manage behaviour. This fosters their spiritual, moral, social and cultural development.

Partnership with parents is good. The group is run by the parent committee and parents are actively involved in many aspects of the running of the group. Good verbal and written relationships with parents contribute to children's well being. Information about the children's home life before they start, enables staff to know a little about each child on arrival.

The details made available to the parent's gives them good quality information about the aims and objectives of the setting, including policies and procedures, staff qualifications and experience and relevant health and safety issues.

Parents know who their child's key worker is which means they have a consistent person they can approach.

Parents of funded children receive information about the Foundation Stage, have access to the planning and receive regular updates. This helps parents to support their child's learning at home. For example, they are aware of the themes and can bring in items for the interest tables. Parents are aware of their child's observation and developmental records.

All parents spoken to during the inspection praised the hard work and commitment of the staff. Parents said they feel the pre-school is a community within a community and all feel very supported. Many parents spoke with great passion about the setting and the care given to their children by the staff.

### **Organisation**

The organisation is good.

Children are cared for by suitably qualified staff who have been appropriately vetted. The staffing team are very dedicated and conscientious and support each other well. They have worked together for a number of years and are fully committed to the care of the children.

Staff have a good knowledge and understanding of child development which enables them to meet children's individual needs well.

There are clear aims for the provision and staff demonstrate a commitment to continually improving the quality of care and education for the children. Required documentation is in place which underpins the safe management of the group, however, medication, accident and incident records require further information in some cases as do the visitors records.

Leadership and management of the nursery education is good. There is a commitment to developing the provision. Staff are competent within their roles and have a sound knowledge of the Foundation Stage and how to use it in practice to support children's development. Staff feel supported in their work and ongoing training is actively encouraged. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

During the previous care inspection, the setting agreed to review the format for record keeping to ensure confidentiality. They also agreed to review the personal information that was gathered on the children's registration forms to include children's religion. Both of these issues have been addressed and records are now maintained in a confidential manner and contain the required children's details. This ensures the children's individual needs are fostered.

During the previous education inspection, the setting agreed to improve the systems for evaluating planned activities so that they were linked to children's individual abilities and stages of development. The setting also agreed to develop the induction system for new staff to include training towards the Foundation Stage. Both of these issues have also been addressed. A new chart has been introduced to enable staff to map each child's progress and ensure their individual developmental needs are met. All staff now have relevant child care qualifications and have regular access to additional training and workshops to add to their already good knowledge. These improvements ensure that the staff are able to meet the educational needs of the children in the setting well.

### **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):

- reduce risks of cross infection by providing more appropriate hand washing facilities for children
- ensure food hygiene training is attended by staff who have responsibility for food preparation
- update safeguarding children policy to include procedures if an allegation is made against a member of staff
- improve medication, accident and incident records - keep detailed records signed by staff and parents and improve visitors records.

### **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):

- increase the visual aids to extend the opportunities to provide an environment that is rich in promoting language, literacy and mathematical development and improve children's opportunities for counting during registration time.

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)