

# Paddocks Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	133711
<b>Inspection date</b>	14 November 2007
<b>Inspector</b>	Sheena Bankier
<b>Setting Address</b>	Paddock Road, Wallingford, Oxfordshire, OX10 9LT
<b>Telephone number</b>	01491 825333
<b>E-mail</b>	
<b>Registered person</b>	Paddocks 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 good.

### WHAT SORT OF SETTING IS IT?

Paddocks Pre-school is run by voluntary committee made up of parents. It opened in 1965 and operates from a purpose built premises. It is situated adjacent to the local primary school in Wallingford, Oxfordshire. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open during term time only, Monday to Friday, 09.00 to 11.30 with a daily lunch club on from 11.30 to 12.15 and afternoon sessions on Monday and Wednesdays from 12.15 to 14.45. Children have access to a secure enclosed outdoor play area.

There are currently 30 children on roll aged from two to four years of age. Of these, 20 children receive funding for early education. Children come from local area. The pre-school is able to supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The pre-school employs four members of staff who work directly with the children. Of these, one member of staff holds an appropriate early years qualification and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's understanding of a healthy lifestyle is promoted well through healthy snacks, discussions, fresh air and physical activity. They make good use of the garden and equipment, using the space to run around. Children benefit from a varied range of equipment, such as bikes, scooters and a large fixed wooded climbing structure. These offer challenge to the children and develop their physical skills. Children join in enthusiastically with action songs indoors, providing them with times to be physically active inside, for example, they march around the room singing the Grand of Duke of York.

A clean and hygienic environment is provided. Staff have a good understanding of good hygiene procedures, such as nappy changing, washing their own hands and ensuring the tables are cleaned before children eat. Regular hand washing routines for children are in place, such as before eating. Staff support the children's understanding through discussions at circle time about using and disposing of tissues and washing their hands. Photos are displayed where children wash their hands after messy play. These show the order of washing their hands. This promotes children's understanding of good personal hygiene well. However, when staff assist children individually or in small groups in the toilet they do not always promote or support the children's understanding and awareness, such as asking relevant questions or discussing why they need to flush the toilet and wash their hands.

Children's individual health needs known well and recorded thoroughly and clearly. All staff are made aware of children's health needs, such as allergies and medical conditions to ensure these are met. Policies and procedures are in place to promote children's well-being, for example, emergency procedures, consent for emergency treatment and accident records. All staff are first aid qualified which means that children's minor injuries and accidents can be attended to appropriately.

Healthy and nutritious snacks are provided of fresh fruit and vegetables. Children are provided with healthy drink options of water or milk at snack time. Children are able to help themselves to drinks during the day as a water jug is provided with cups. This means children can meet their own individual requirements for fluid intake. A lunch club policy is in place which encourages parents to provide healthy and nutritious packed lunches. Children's social skills are developed through eating meals and snacks together.

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

The provision is good.

Children are cared for in secure premises, for example, there are safe arrival and departure procedures and the entrance is kept locked. The gate has two locks and a sign reminding anyone entering to keep the gate shut. Appropriate procedures and equipment are in place, such as risk assessments and radiator guards. This maintains a safe environment for children. Children are beginning to understand how to keep themselves safe through discussions with staff about wearing bike helmets and how to use the equipment safely. However, occasionally children behave in a manner which may cause harm to others or the property without staff intervening.

Children are able to be independent at the pre-school and can hang up their coats on the low coat pegs or put their work in their named trays. The pre-school provides a very warm and

welcoming environment with friendly and approachable staff. Large notice boards display pre-school information to parents and other information of interest. Children's art work and photos are displayed. Children have access to a good range of toys and equipment. These are well maintained and suitable for the age and development of the children who attend. The toys are organised well to enable staff to cater easily for the younger age group. This ensures they are safe and suitable for their age and development.

Staff have a suitable understanding of how to safeguard children and the procedures to follow in the event of concerns. New staff cover this as part of their induction and related information is displayed and easily accessible. This means that children's welfare is safeguarded. Staff are booked onto training in the near future which will increase their knowledge and understanding of how to effectively safeguard children in their care.

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

The provision is good.

The pre-school offers a good range of activities and play opportunities for children. They make good use of the outdoor area where children enjoy sweeping the leaves, chalking and using the varied range of equipment. Children are able to make choices and decisions from the activities on offer and self-selection units enable children to initiate their own play and ideas. The afternoon session is mainly aimed at the two to three year olds. They enjoy activities which include sensory play, such as sand and dough and have age appropriate small world toys which develop their imagination. Children benefit from a high ratio of staff to children at all sessions. This ensures they gain from individual time and attention, supporting them well.

Children are happy and settled at the pre-school and enjoy their time there. They confidently approach adults to talk to them or ask questions. They enjoy seeing their photographs displayed and benefit from discussions with staff about these, as they reflect on what they have been doing. Children actively participate and offer their observations and thoughts on what they see or do, for example, during a DVD about a family celebrating Diwali, they make comparisons to their own lives.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and how the activities and play opportunities support children's progress towards the early learning goals. Weekly meetings are held by staff which enable them to plan flexibly for the children's needs. Long, medium and short term plans are in place, with activity sheets for focused adult led activities. These activities are evaluated which results in information being gained about the children's learning. Children are allocated to a key-carer who maintains a record of their development. These are used at planning meetings to plan for children's next steps in learning. On-going observations are undertaken of the children and these are used to inform the children's development files. These show the progress made along the stepping stones towards the early learning goals. The files have photo's and pieces of children's work. This provides clear evidence of how children have learned and progressed. Children make good progress along the stepping stones towards the early learning goals. The setting is able to support children who have special educational needs or who speak English as an additional language. They work closely with parents and other parties to support children and further their development.

Children gain a sense of belonging at the setting, they have named pegs and trays and participate in a self-registration system. This develops their recognition of their names. Print is used appropriately in the setting, such as labels on displays. However, there is a lack of longer sentences and questions to further develop the children's understanding that print carries meaning. Children listen well at circle times and join in enthusiastically with songs and rhymes. Staff introduce new language to children through play and discussions, extending their vocabulary and understanding. Children benefit from formal and informal times to practise their emergent writing, such as chalking outdoors, writing their names on their work and using pencils and paper in the role-play area.

Children pour their own drinks, with staff there to support them. Staff do not use snack time to its full potential, for example, to increase children's understanding of colour and number. Staff value children's efforts and achievements through praising them or by taking photographs of what they have made. Children learn about the world they live in through celebrating religious and festival dates, having visitors from the community and learning about re-cycling through using the appropriate bins in the room. Children, behave well overall. At times the room does become noisy and some of the children boisterous during free-play which is a distraction to other children. Staff are not always quick to respond to these incidences.

Mathematical understanding is increased through singing songs which develop basic number sequence and subtraction, such as 'Five Little Monkeys'. During activities, staff encourage children to identify shapes, for example, when using the 'tap a shape' resources. This also contributes to their small physical skills as they use hammer and tacks to attach the shapes and use their creativity to make a picture from them. Children have free access to a computer at the pre-school which enables them to learn to use modern technology. However, on the day of the inspection a new CD-Rom was used which children did not understand how to use and staff did not support the children. This resulted in them not gaining anything from the experience. In the role-play area which at the time of the inspection was a shoe shop, children use mathematical language and knowledge. They use toy money and measure each other's feet and find shoes to fit. Children learn to recognise numbers as the shoes are priced with labels and a toy till is used. This enables children to use their imaginations and to re-create real and imagined experiences.

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

The provision is good.

Children develop understanding and knowledge of people different to themselves as they celebrate festival and religious dates, such as Diwali, Chinese New Year and Harvest Festival. Children use resources which reflect positive images of society in their natural play, for example, books and small world toys. They enjoy experiences which include food tasting from other cultures and countries and watching DVD footage about real people's lives. This widens children's understanding of other people and how they live. Children's spiritual, moral, social and cultural development is fostered.

Staff know children well. They show interest in the children as individuals as they spend time talking and listening with them. Staff work closely with parents and carers to meet the children's individual needs. They exchange information with them which keeps them up-to-date with the children's changing needs and provides continuity of care. Children with learning difficulties or disabilities have their needs met well. Staff work closely with parents, keeping them well-informed. Individual play plans are put in place and one-to-one support when needed. This supports children in their progress. Staff have undertaken special educational needs training

and have support from an area Special Educational Needs Co-ordinator (SENCO). This enables them to meet the needs of the children well.

Children's behaviour is generally good overall. Staff provide a good role model and encourage good manners. They develop the children's sense of right and wrong through discussions and have made a list of pre-school rules which were made with the children and are displayed. Children learn about being responsible through helping to care for the pre-school, such as tidying up and sweeping up the leaves outdoors. Staff at times do not manage children's unacceptable behaviour appropriately. They have not agreed how they should manage individual children's behaviour to promote consistent boundaries. Children's self-esteem and confidence is supported through regular praise and encouragement from staff.

The partnerships with parents and carers is good. Parents are encouraged to be involved in their child's learning through links provided on the curriculum plans and are given ideas of how they can contribute to the pre-school activities, such as providing basic resources. A library system operates which encourages parents share books and read to their children. This encourages the children's interest in books and develops language skills. Parents are able to be involved at the pre-school through the committee, parent rota and fund raising. This ensures they have the opportunity to take an active part in the life of the pre-school. Parents are kept well-informed through a comprehensive parent handbook. Staff provide verbal feedback to parents at each session and regular newsletters are sent out. Therefore good communication and feedback is in place. Parents are able to have access to their child's development profile at any time on request. More formal feedback is given at occasional parent's evenings. Although parents complete initial information about their child's development as children start at the pre-school, they are not actively encouraged to make comments in the development profile regarding their child's progress through the stepping stones towards the early learning goals.

## **Organisation**

The organisation is good.

The leadership and management is good. The committee have defined roles and responsibilities and work in partnership with the staff. Communication is effective between the staff and also with the committee. The staff team work well together and are able to carry out their day to day tasks well. At the time of the inspection the pre-school was in the process of appointing a new manager. A qualified and experienced member of staff has been acting up in this position on a temporary basis. She has provided a good role model to the less experienced staff enabling them to model and develop their practice. Support staff are employed, for example, a cleaner and administrator which ensures the staff are able to concentrate on the direct needs of the children. Staff attend regular training which means they increase their knowledge and understanding of childcare and education. This results in staff developing their practice to the benefit of the children.

Children benefit from the pre-school having it's own premises and garden. The room is set out well and resources are easily accessible to children in self-selection units.

Records overall meet the requirements of the National Standards and regulations. Policies and procedures are reviewed and updated as necessary on a regular basis. The record of the children's attendance is mainly satisfactory. Although it does not always reflect accurate times of attendance in the event of children arriving late for a session.

The setting meets the needs of the range of children for whom they provide.

## **Improvements since the last inspection**

At the last care inspection one recommendation was made to continue to develop policies in line with the National Standards. The pre-school has addressed this by regularly reviewing and updating the policies and procedures. This ensures the setting is up-to-date with regulations and legislation, providing a suitable environment and care systems for children.

At the last nursery education inspection five key issues were made. These included reviewing the time and amount of paperwork undertaken, developing the knowledge and understanding of the individual roles and responsibilities within the management team, providing children with opportunities to mark make informally and to use programmable equipment and to create a welcoming book area. The pre-school have addressed these by making changes to how they undertake paperwork which has reduced the hours required to complete it. This means children benefit from the adult focus. The committee and staff team and defined roles and responsibilities and as a result the responsibilities are now shared. Children are able to mark make in the home corner as part of role-play and also use chalks outside on the tarmac, enabling them to use their emergent writing. The pre-school has increased the range of programmable equipment which provides children with different ways of using modern technology and to gain understanding of it. A welcoming book area has been created with a large comfortable rug and child-size small sofa. A good range of books are displayed and are accessible to the children. This means that they are to access books in an area which is welcoming.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that require 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):

- ensure staff agree how to manage children's behaviour to provide consistent boundaries and respond appropriately to incidences, for example, boisterous and noisy behaviour (also applies to Nursery Education)
- ensure records of attendance reflect the actual times children have been present.

## **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):

- provide support when necessary for children when using information communication technology (ICT) equipment
- develop snack time as a learning experience for children.

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)