

Faringdon Pre-School

Inspection report for early years provision

Unique Reference Number 133722
Inspection date 28 November 2007
Inspector Tracy Bartholomew

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Registered person Faringdon Pre School

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?

Faringdon Pre-School was first registered in 1979. It operates within the school site and work as a partnership unit with the school. The children have access to a enclosed outside play area.

The preschool is open every weekday in term time. Each morning sessions take place between 9:00 and 11:30 and afternoon sessions are offered for funded children between 12:45 and 15:15 on Monday and Tuesday. In addition to this non funded children can attend an after session on Wednesday from 13:00 and 15:00. There are currently 51 children on roll. Of these, 36 three-year olds and one four-year old are in receipt of nursery education funding. The preschool supports children with learning difficulties and/or disabilities.

The preschool is run by a committee who employ 10 members of staff overall. Some staff work on a part time basis. Of these three members of staff are qualified to a level 3 and two to a level 2.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to understand about the importance of healthy eating as they enjoy a balanced diet which includes plenty of fresh fruit. Children are provided with milk and water according to their preference at snack time, but are given limited opportunities to develop their independence. Most staff reduces the risk of cross infection through observing and reminding children to wash their hands when they use the toilet and at snack time. Children with allergies have their dietary needs well met, as staff understand who has an allergy. Children use a clean play environment, with exception to some parts of the carpet, to play and develop in. Good procedures are in place to ensure children receive appropriate care if unwell, which positively maintain children's health.

Accidents are effectively dealt with and recorded, as staff have appropriate first aid skills, and the first aid boxes are accessible and appropriately stocked. The staff have a good understanding of how to record accidents, these are shared with parents to enable them to watch for any further symptoms which may develop. All documentation is in place in regards to emergency medical advice or treatment which ensures children would receive appropriate treatment without delay.

Children of all ages make good use of the outside play areas. The garden is well used and allows for children to enjoy their free play times. Children are provided with a variety of equipment which fully supports the development of their climbing, digging and balancing skills, such as climbing frames, scooters, bikes and exploring equipment. Indoors, children enjoy regular activities which include threading, cutting, and creative work which demonstrates that children are able to develop their small muscle skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use a child-friendly playroom. Staff ensure they make full and valuable use of the space available, they offer suitable toys and resources to create a range of experiences. For example, art and craft, quiet area and room for construction. Children have use of purpose-designed furniture and equipment, such as a cooker, washing machine and car, which are suitable for enhancing their play and appropriate for their needs. Staff arrange resources so that children can help themselves easily, which supports their independence well.

Children's work is prominently displayed in most areas which gives them a sense of belonging and that staff value their efforts and achievements. Children are cared for in premises where staff are vigilant about safety. They use a daily checklist to ensure the premises are safe before children enter, and regular risk assessments are undertaken to maintain the children's safety. Children play safely and freely due to the vigilance of staff. For example, close supervision and additional handles on doors prevent unsupervised access to specific areas in the hall.

Throughout the nursery the children have a wide access to well maintained toys and resources. These are positioned at child height, to enable them to develop their independence and make choices. Children are encouraged to treat the resources and toys with respect, and all children join in with tidying them away at the end of the session, once they have sang the tidy up song. Children are safeguarded as all staff have undertaken appropriate training. They have a clear

and knowledgeable understanding of their responsibilities. This enables them to put this into practice to maintain the children's safety and well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery. They are confident, motivated and self-assured. They are developing and achieving well due to the staff's ability to implement the early year's guidance, such as Birth to three matters and the Curriculum guidance for the Foundation Stage, which enables them to provide good quality care. Children have good relationships with staff, and staff communicate constantly to them responding enthusiastically to questions. Children are happy and confident in the setting. They clearly enjoy their play-based activities, where they can confidently choose from a stimulating range or planned and free flow activities which are tailored to develop their interests. Children respond well to the routine changes in the session, they follow clear guidelines and are aware of the expectations; such as, circle time and outside play.

Nursery Education

The quality of the teaching and learning is good. Children make good progress towards the early learning goals of the Foundation Stage. The planning is closely monitored daily and is valuable in ensuring most aspects are covered. It covers all of the six areas of learning to ensure children develop quickly across these. However, evaluations are not used to plan for each child's next stage of learning. This means not all activities are tailored to the children's individual needs. Development records are carefully maintained for all children, with staff observations written methodically to demonstrate what children can do.

Children are able to initiate conversations confidently and are learning to listen to each other and adults. They sit and listen well at group times and respond with confidence to the greeting song. They actively take part in stories and enjoy singing sessions, especially the 'five little ducks', where they use plastic ducks to demonstrate the song. The staff are effective in using numbers throughout their day. Children learn mathematical language in their play, such as 'bigger' and 'smaller', and they are gaining knowledge of their own and other cultures through planned activities such as Hanukkah and Christmas. Children begin to mark-make and many can write their names clearly. Staff create good opportunities for children to use their emerging writing skills in meaningful ways, such as writing their names on their art work. Children have a good awareness of where they should write their names starting in the left hand corner, and many are mark making early.

The children have opportunities to be creative everyday. They use a range of different materials such as paint, glue, sand and dough. Children are praised warmly for all their achievements. They play well together and in small groups, taking turns to hide the dog, in the house, tunnel, rug, or table. The staff member encourages the children to hide their eyes, and uses excellent model language through out. Children take pleasure in time spent playing structured games in the outdoor play area, they enjoy digging, planting bulbs and play games such as 'what's the time Mr Wolf'. This as a result, shows that staff are successful at making sure outcomes for children are positive.

Helping children make a positive contribution

The provision is good.

Children feel valued as staff are fully aware of the children's individual needs and support these. For example, children who do not like joining the circle time songs are encouraged to but not forced and staff allow them to sit out, and join in when they are ready. Children with learning difficulties and/or disabilities are well supported in all areas and due to this they are able to achieve their full potential.

Children's behaviour is brilliant they are well mannered and considerate towards their peers and adults. They happily share, take turns and play cooperatively together; often with children coming up with ideas how to promote this, for example using the sand timer outside, to ensure they all have a turn at digging. All of the children's efforts are valued and staff praise them appropriately, developing their confidence and self-esteem. Children have opportunities to learn about themselves, each other and the world around them through planned activities and free play. Good focus and advance planning ensures that all children learn about the world around them. For example children made candles and star for Hanukkah. As a result, children's, spiritual, moral, social and cultural development is fostered.

Children benefit from the close relationship which the nursery has developed with their parents. Parents are encouraged to play an active part in their child's time at the nursery, and are encouraged to join the parents' rota. Partnership with parents is good. Children arrive at the setting happy and confident. They and their parents are made to feel welcome as children are greeted warmly by staff at the door and within the setting. Children have labelled individual pegs, which provides them with a sense of belonging. Parents have regular opportunities to discuss their children's educational progress. They are given clear information of their children's level of attainment and progress in relation to the stepping stones. Parents state they are very happy with the setting and gave comments that included 'staff are very caring and approachable' and they admire 'the additional work that the staff do'.

Organisation

The organisation is good.

Staff enhance children's care with effective organisation. They use a good staff to child ratio, which ensures that all children receive good support. Strong systems ensure children are cared for by staff that have a clear understanding of their needs and are fully suitable to work with them. All legally required documentation which contributes to children's health, safety and well being is in place. All staff are aware of the policies and procedures. They are offered a variety of training opportunities, to help develop their good practice which in turn raises the standard of childcare.

Leadership and management are good. Staff are led by a manager who communicates effectively with the team. The manager works directly with the staff which enables her to monitor the quality of care and education children receive. Staff work successfully as a team to ensure children make good progress during their time. Staff are competent to cover activities effectively, with some staff offering exceptional levels of support to the children, through the way they deliver their topics and activities. As a result, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting were asked to improve on the complaints procedure and the arrangements in place for children to wash hands before eating snack. The setting have updated their documentation and ensured that the complaints section is coherent with the National Standards. The staff have fully reviewed the procedure for children to wash their hands before snacks, which fully supports the children's, health and welfare.

At the last education inspection the setting were asked to provide children with more opportunities to see their names in print and extend the learning opportunities for the children to use programmable resources. The staff and the setting, have fully taken this into consideration, and develop their planning to incorporate these recommendations, to progress and enhance children's understanding and development.

Complaints since the last inspection

Since 1 April 2004 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):

- ensure that the carpet is of a hygienic state and free from stains
- develop more opportunities for children to develop their self help skills, especially at snack time

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):

- further demonstrate how observations and evaluations are used to plan for each child's next stage of learning

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