

Windmill Pre School Brill

Inspection report for early years provision

Unique Reference Number	140906
Inspection date	26 February 2008
Inspector	Elizabeth Juon
Setting Address	Brill Combined Church of England School, The Firs, Brill, Aylesbury, Buckinghamshire, HP18 9RY
Telephone number	01844 238859
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Registered person	The Trustees of Windmill 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 good. 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?

Windmill Pre-School Brill opened in 1985 and is a committee run group. It operates from a detached building with two class rooms, toilet facilities, kitchen, office and outdoor play area. It is situated adjacent to Brill Church of England Combined School and children from the pre-school can use the school playground and field. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open four days a week, except Friday, from 08.45 to 15.00 term time only. Children may attend all day or morning sessions from 08.45 to 11.15 or afternoon sessions from 12.30 to 15.00 and stay for lunch.

There are currently 52 children aged from two to under eight years on roll. Of these 32 children receive funding for nursery education. Children attend from the village and surrounding area. The pre-school currently supports children with learning difficulties and disabilities and children who speak English as an additional language.

The pre-school employs 11 staff, including an administrator. Of these, six staff, including the manager hold appropriate early years qualifications and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's physical development is supported well as they have daily opportunities for stimulating outdoor play, for example on the large climbing frame, in the pirate ship or on the school field. Children can be active or take part in quieter activities according to their individual needs. Children are developing competency using a good range of small equipment which includes scissors, pencils, paintbrushes, glue-sticks, rolling pins and spoons.

Children are becoming independent in their personal care and follow simple hygiene routines which safeguard their health, such as washing their hands before eating. They are learning why hand washing is necessary and talk about washing the germs away. Hygienic use of paper towels to dry hands helps to prevent the spread of infection. Staff maintain a clean environment and use different coloured cloths for different tasks, such as cleaning tables or washing up. These measures help to prevent cross contamination and safeguard children's health. There is an efficient system in place for administering medication to children to safeguard children's welfare, including parental consents. However, there is no parental permission to apply cream required for a medical condition. The required documentation is in place to record any accidents and notify parents. The majority of staff have current first aid certificates to ensure children receive appropriate treatment in the event of an accident.

Children eat nutritious food provided by their parents. The pre-school provides useful information on healthy options and parents ensure children have fruit for snack and a well balanced packed lunch. However, none contained an ice-pack. The lunchboxes are stored in the cloakroom area but there is no system to ensure food remains fresh for children. This does not adequately safeguard children's health. A water cooler enables children to get a drink at any time and see to their own personal needs; this ensures children remain hydrated. Staff are aware of children's dietary requirements and any allergies to keep them safe and meet their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy ample play space in this welcoming, lively and stimulating environment. Children's art work, colourful posters and photographs are on display around the room to create bright, attractive areas. Children are cared for in a safe and secure environment where risks are minimised. Staff greet parents and children warmly at the main door to the pre-school and within each room.

There is a good range of well maintained, developmentally appropriate furniture and equipment. A selection of toys and activities is set out each day for children to choose from and other items are stored at child level to encourage independent choice, self-selection and spontaneous creativity.

The outdoor play area is an asset to the group. Children can use the adjacent school playground at set times and the school field where they can climb on low level tree branches or go up steps to view the countryside over the wall. In the pre-school garden there is adequate space for a full range of play equipment such as, climbing frame and balancing logs, to enhance children's physical skills. Staff effectively ensure the premises are safe and secure by carrying out a daily

check for example, of the outdoor area before children go to play. Staff monitor all visitors to the setting to keep children safe from anyone not vetted. Children benefit from a good range of safety measures which include fire safety precautions such as, a fire blanket in the kitchen and a frequently practised emergency evacuation drill to ensure staff and children can leave the premises quickly.

Children are protected by staff who have a sound knowledge and understanding of child protection to safeguard children's welfare. Their knowledge is updated through training. However, staff do not maintain a record of existing injuries children may have when they arrive to fully ensure children's safety. The pre-school has a written policy and procedure, which staff read to be aware of the steps to take if they have any concerns about children in their care.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thoroughly enjoy their time at the pre-school. They arrive happy and are eager to tell staff about what they have been doing at home with their family, creating a friendly atmosphere. Staff offer a high level of support to those children who are still settling into the routine enabling them to feel safe and secure within the environment. Children are keen to try out the games and activities prepared for them that day and excitedly get started, for example, mixing flour and water or painting. Children begin to make sense of the world and express their ideas as they join in a diverse range of stimulating and challenging experiences. Staff effectively plan using the Birth to three matters framework and the Foundation Stage curriculum guidance to provide interesting activities for the children. Staff are adept at carrying out regular child observations and record children's overall development and specific interests. This method ensures the staff are aware of children's progress to plan activities which will encourage their next stage of development.

Nursery Education

The quality of teaching and learning is outstanding. Staff work well as a team; they have a clear understanding of their role in the setting. They provide a productive environment in which the children learn new skills, setting out activities to be appealing and encourage children's participation to aid progress. Staff ask questions to make children think and promote children's independent thought and actions.

Children are engrossed and participating in a music session. They sing and make rhythmic noises with their instruments. During the session children count, take turns, listen, match movement to music and learn names of instruments. A child says, 'that looks like a snake', pointing to an instrument and is told it is called a 'clatterpillar' because it looks like a caterpillar. The child responded with, 'yes a small snake'. This enjoyable session encourages children's development in a variety of areas and prompts conversation. Staff respond to children's questions with kindness. Children enjoy the many opportunities to use their creativity and imagination. Art and craft materials are readily available for children to choose. The children design a Mother's Day painting to take home, entirely their own work. Some designs reflect the recent activities about Chinese New Year, a child says, 'this is a Chinese painting'. There is a display of the Chinese dragon children made and used for their 'parade'. Children play with rice in the tray, instead of sand and Chinese music plays while children eat their snack. These simple but effective teaching methods enable children to absorb information and gain knowledge of the wider world through play. The weekly French lesson enhances children's understanding of the world and that people speak other languages. They are beginning to learn simple words in French. Children

are beginning to understand differences in their lives to others around them. They are becoming aware of the community in which they live through exploring the local environment for example, going on the Easter walk or visiting the windmill in the village.

Children practise their mark making skills during these craft activities, using scissors, glue sticks, pencils, and paint brushes. The daily helper proudly writes their name on the blackboard for all to see, this raises children's self-esteem. Children recognise their name label at mealtime. They link sounds and letters using the letter of the week display, matching items for example, 'P' for pineapple. Letter and number displays help children to recognise the correct shapes if they attempt to write. Children are able to recognise numerals and count well to at least 10; they know the numerals one and zero together make 10. Children are beginning to learn mathematical language and shape as staff ask the children at the hexagonal table to go and get ready for outdoor play. Outside they play games such as, 'What time is it Mr. Wolf' and listen for the instruction given by a peer, 'It's two o'clock', to take two steps. They are able to do simple sums and calculations in every day activities when staff might ask, 'how many are there?' and 'how many more do you need?' Children are developing a range of physical skills during outdoor play using an excellent range of equipment, which offers challenge, for example the large climbing frame. During spring and summer children tend vegetable plants growing in the garden. They can eat their produce and become aware of where food comes from.

Children use the computer on a daily basis to encourage understanding of technology and improve hand-eye coordination managing the mouse. They sign themselves on to the computer waiting list and manage their own turn taking, under the watchful eye of the staff to ensure fairness.

Children are very friendly and have a positive attitude to learning. They are encouraged to be self reliant and are independent in their self care skills. A flexible approach to planning and excellent balance between adult and child led activities allows children to learn at their own pace, whilst having fun and enjoyment. Children thrive because of the consistent and dedicated staff team who know the children well and are perceptive to their individual interests and needs.

Helping children make a positive contribution

The provision is outstanding.

All children are welcome and play a full part in the pre-school because staff value and respect their individuality and the family context for each child. Children have many opportunities to learn about themselves, each other and the world around them through planned activities and resources reflecting diversity. Children enjoy learning about the different festivals and celebrations throughout the year, from making dragons for Chinese New Year, making gifts for Mother's Day and being excited about Easter and the chocolate eggs that it involves. Children learn about their local community through visits into the village and links with the school.

Children with learning difficulties and disabilities receive excellent attention from staff who liaise closely with parents and other professionals to cater for children's specific needs and maximise learning opportunities to help them make progress.

Children behave extremely well, they are polite, kind and are learning to share, take turns and help each other. The help to tidy up when asked and are learning ways to negotiate with others with gentle guidance from staff. The children have set the rules for the pre-school and these

are displayed in picture form on the wall for easy referral. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Parents receive a range of high quality information about the care and education the pre-school provides and contact details of the regulator, Ofsted, through the prospectus, welcome pack, policies, procedures, newsletters and notice-boards. Close partnerships between home and the pre-school are encouraged through supportive staff who meet and greet parents at the beginning and end of sessions. An excellent two-way flow of information makes sure parents are fully involved in their children's care and learning, this helps staff to provide an effective service. Parents are warmly invited to serve on the committee, help with fund raising or share their skills in a group session. Children benefit from the book sharing scheme and taking Hamish the bear home at weekends for an adventure with the child and their family. Parents can see their children's progress records at any time. The many photographs taken show parents the type of activities their children undertake at the pre-school. Parents speak extremely positively about the pre-school's friendly atmosphere and staff and are very pleased with the progress their children make.

Organisation

The organisation is good.

Leadership and management of nursery education are outstanding. The qualified and experienced staff team work well together as a cohesive team to provide good quality care and excellent nursery education for the children. Staff meet together regularly to plan and discuss the programme of activities to enhance children's development in all areas of learning. Staff update their knowledge and skills on a regular basis by attending relevant training courses and workshops. Suitable staff:child ratios are maintained to effectively support and safeguard children throughout the day. The staff team obviously get along and enjoy working with each other; this provides a secure and caring environment for the children. The provision of peripatetic teachers for music and French enhances children's overall development.

Robust systems are in place for the vetting and recruitment of staff working directly with children. This ensures children are protected and cared for by staff who are suitable and have a knowledge and understanding of child development. However, the correct system of notification to Ofsted is not used to ensure correct details are on record. The record keeping systems effectively promote children's health, safety, welfare and individual needs. However, some contain outdated local authority information and obsolete forms. All regulatory documentation is in place. All files are kept and stored securely to maintain confidentiality. Detailed written policies and procedures support the staff in their practical work. The enthusiastic committee supports the staff team well to ensure the smooth running of the pre-school.

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 provider was asked to ensure the complaints procedure includes Ofsted contact details and request written permission from parents for seeking emergency medical advice or treatment.

The provider has made improvements to safeguard children's welfare and now has parental consent for emergency treatment and has added Ofsted's contact details to the complaints procedure.

At the last inspection of nursery education there were no areas for improvement found.

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 outstanding.

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 Environmental Health recommendations for food storage are followed
- obtain written parental consent to ensure the use of preparations such as creams, lotions and nappy creams meet the needs and preferences of children and their parents
- record details of any existing injuries when a child arrives
- further develop the system for notifying Ofsted of management and committee changes to include the use of the Declaration and Consent Form (DC2); review, amend and update documentation which may contain outdated local authority information.

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