

# Ickford Pre-School Playgroup

Inspection report for early years provision

---

<b>Unique Reference Number</b>	151306
<b>Inspection date</b>	22 January 2008
<b>Inspector</b>	Margaret Davie
<b>Setting Address</b>	Ickford School, Ickford, Aylesbury, Buckinghamshire, HP18 9HY
<b>Telephone number</b>	01865 456702
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Ickford Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School 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 satisfactory. 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?

Ickford Pre-School has been in operation for over 30 years. The After School Club was registered in 2002. Both operate from one large room in Ickford Primary School, in Ickford, Buckinghamshire. The setting also uses the school's kitchen and toilets. A maximum of 20 children may attend the pre-school at any one time. It is open from 09.00 to 11.45 every weekday during term time. A maximum of 24 children may attend the after school club which also operates every week day during term time, from 15.15 to 18.00. A maximum of 16 children may attend the out of school play scheme which is currently not operating due to lack of demand. All children share access to a secure enclosed outdoor play area.

A new purpose built building for use by the pre-school and after school club is undergoing construction in the school grounds. This has been designed to provide a larger space with access to integral toilets and larger domestic areas. The room which is currently being used is due to be demolished as soon as the new building is ready.

There are currently 31 children aged from two to under five years on roll at the pre-school who attend for a variety of sessions. Of these, 19 receive funding for early education. The pre-school

currently supports a number of children with learning difficulties. There are currently 39 children from four to under 12 years on roll at the after school club, who attend for a variety of sessions.

The setting employs five members of staff, of whom two hold appropriate early years qualifications. The pre-school receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's good health is appropriately promoted. They play in premises which are clean and are starting to develop an understanding of good personal hygiene through routines, such as washing their hands before eating. Children who are in nappies are changed in privacy and their nappies immediately disposed of to prevent the spread of germs.

Children receive appropriate care in the event of an illness or accident because sufficient staff have up to date first aid training, and documentation for their care, such as permission to seek emergency medical treatment, is in place. However, children's good health may be put at risk because neither the pre-school nor after school club routinely asks parents to provide an alternate emergency contact number, should their child become ill and need to be collected early.

Children receive a regular snack and drink and in addition, have access to fresh drinking water whenever they are thirsty. Children in the after school club enjoy fruit, wholemeal toast, which they spread themselves and a drink. They sit at tables chatting amicably with their friends and staff, which contributes positively to their social development. Children attending the pre-school receive a healthy snack of fresh fruit or vegetable and a drink of water or milk. Occasionally they have food such as soup or noodles that ties in with their topic, for example, celebrating Harvest Festival or the Chinese New Year. However, there is an increased risk of spreading germs when children eat because tables are not cleaned with disinfectant spray and they eat off the surface of the table rather than plates.

Children enjoy a range of activities which help them develop their physical skills. For example, building model cars and trucks and then pushing or pulling them across the big mat develops their small muscles, as does using pens, brushes and small tools for craft activities. They develop their large muscles using large play equipment in the sports hall, climbing, sliding and crawling. They have regular access to small and large balls and develop their sense of space while running and moving imaginatively to music, for example, imagining they are snow flakes while listening to the 'Nutcracker Suite'. Children are currently unable to use their own outside play area and equipment because of construction work for their new building and their access to outdoor play and learning is therefore limited to morning play time, which they share with the youngest children in the primary school.

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

The provision is satisfactory.

Children play safely in premises which are welcoming and secure. Entry to the setting is through a locked door, which means that staff are aware of any visitors to protect the safety of the children. Parents and children attending the pre-school are welcomed by friendly staff. This friendly reception encourages children to get involved in activities as soon as they arrive. Toys

and equipment are set up for them to choose from and there is a good range of additional resources stored around the room, which enables children to choose activities according to their own preferences.

Staff ensure that daily checks are made to identify and deal with any potential hazards, however some electrical sockets are unprotected, which poses a risk to children's safety. Staff supervise young children carefully, for example exercising extra caution and encouraging them to hold hands with a friend when they go outside to visit the library bus. Older children in the after school club are reminded to use their utensils safely, for example to hold their knives pointing down when taking them into the kitchen to be washed after snack time. Pre-school children are counted before they go out to play and again on the way back inside to ensure they are all accounted for. There is however a risk to children's safety because registers for both settings do not show their arrival and departure times as is required.

Children play with a good range of equipment which is appropriate for their ages and stages of development. For example, large modelling equipment is available for the safety of the younger children, while children attending the after school club use smaller toys such as Lego. Toys are clean and in good condition and support children's development well. For example, children practise their physical skills rolling and cutting play dough and practise their communication skills when they write notes with the pencils in the home corner.

Children's risk of harm from others is minimised because staff have a clear understanding of the signs and symptoms of abuse. Most staff have had recent, relevant safeguarding children training and contact details, in accordance with local safeguarding children board's procedures, are to hand should they have a concern about a child in their care.

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

The provision is good.

Children are happy and manage routines with growing confidence. They settle quickly when they arrive, showing a good level of interest in the range of activities on offer. Children make their own choices when selecting activities and are learning to negotiate and take turns sensibly when sharing resources.

Children enjoy good relationships with each other and with staff. They develop a good level of self esteem and gain confidence because staff are very caring and always take the time to listen and encourage them. Children in the pre-school take delight in sharing news and toys from home during daily show and tell sessions. Staff skilfully draw all children in these sessions, for example asking a child who has not brought in a toy to describe an item of clothing. This skilful inclusion makes all children feel valued and important. Children enjoy attending the after school club and are offered a wide range of activities to suit their interests.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress in all areas of learning because they are supported by staff with a clear understanding of the Foundation Stage curriculum. Children have access to a wide range of interesting experiences to promote their development in all areas. They are well supported by all staff and also by their key workers, who use observations to identify and build on what children know by planning activities to help them reach their potential.

Children develop particularly good personal, social and emotional skills. They show a good deal of interest in their activities and move around the setting with confidence, selecting activities which interest them. They play cooperatively with other children, for example in the home corner and are starting to develop supportive friendships, for example when they hold hands to walk out to the library bus. They enjoy being helper of the week, helping prepare snacks and showing toys during show and tell time. Good adult support ensures children progress well in their development.

Children count confidently to five and beyond when they count the number of children on their table and fetch the correct number of cups for drinks, and with help count the number of children in the setting at play time. They recognise simple shapes and are gaining a good understanding of simple calculating when deciding whether there are more boys or girls in attendance. They explore the world around them when they visit the library bus to borrow a book and go on outings in the village to the allotments and Church. They investigate materials when they play with ice blocks and polar bears in the water tray and have good access to everyday technology using the phone and cash register in the home corner and simple programmes on the computer. Children speak confidently when telling their friends about their activities outside of pre-school and listen carefully to each other. They have access to a good range of books and clear labelling around the room to encourage their early reading skills.

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

The provision is good.

Children are well known by staff who treat them all equally and as individuals. Staff ask parents to share any relevant information about their child such as health and dietary requirements to ensure their needs can be met. A note of allergies and medical conditions is kept beside the child's name in the register to ensure all staff take heed of the information provided.

Children develop a good understanding of wider society because staff promote good positive attitudes. For example, toys and books depicting cultures, children and animals from around the world are introduced to them with a good deal of enthusiasm. As a result children are interested in them and excited about playing with them. Children celebrate festivals which are relevant to their family, and gain awareness about how festivals are celebrated around the world, for example, when they celebrate the Chinese New Year. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good. Staff manage behaviour consistently and in a developmentally appropriate manner. Children are consistently praised and encouraged which helps them to gain a good level of confidence and feel good about themselves. For example, staff acknowledge the effort a child has made in getting all the letters of her name in the right order with lots of praise, and reward a child who has tried a new piece of fruit at snack time with a sticker. Children attending the after school club help to decide the club's rules, which are regularly discussed with them. They are very polite, always remembering to say please and thank you and waiting to be excused when they have finished their snack. A behaviour policy is in place with clear procedures to deal with bullying and racism.

Relationships with parents and carers are good and clearly support children's development. Policies and procedures are shared and parents are warmly welcomed to discuss their child's progress at any time. Partnership with parents and carers of children who are in receipt of nursery education is also good. Parents are given a good range of information about their

child's learning and invited to discuss their progress and review their learning with staff at regular open evenings.

## **Organisation**

The organisation is satisfactory.

Children receive appropriate care from staff who have suitable skills, experience and qualifications. Staff attend regular training to ensure they are up to date with the administration of first aid, child protection procedures and food hygiene to ensure suitable understanding in these areas. Staff are clearly focused on the needs of the children and provide them with a wide range of experiences to promote their development in all areas. Children are well supervised and staff use time and resources well to encourage them to develop a range of skills.

Most documents, policies and procedures are in place to ensure that children are well cared for. However, the lack of alternate emergency contact details means that children may not be picked up in a timely manner when necessary, if their parents are unavailable. Children are developing a good understanding of healthy eating, however the way tables are prepared and snacks served does not ensure that the transfer of germs is minimised. Adult/child ratios are always observed to support children's development; however registers do not show hours of attendance of children and staff, which is a breach of the regulations.

The quality of leadership and management of nursery education is good. Staff focus clearly on children's individual needs and assess their progress regularly to ensure that any gaps in their learning are addressed. Improvement since the last inspection has been generally good. Staff work well as a team, meeting regularly to monitor and evaluate the curriculum. The pre-school and after school club meet the needs of the range of children for whom they provide.

## **Improvements since the last inspection**

At the time of the last inspection the setting was asked to monitor the range of activities to ensure they continue to be of interest to children, to ensure that the fire evacuation plan was displayed, fire drills recorded, any danger posed by the radiators was minimised, risk assessments were in place, the equal opportunities and child protection policies reviewed, to set up a system to record children's pre-existing injuries when they arrive at the setting and to record times when visitors are on the premises.

Children have access to a wide range of activities at both the pre-school and after school club which are regularly monitored by staff to ensure they remain interesting. Children also have free access to additional resources which allow them to choose activities according to their own preferences. To protect children's safety in the event of a fire, the evacuation plan is clearly displayed and fire drills are practised termly and recorded in the registers. Radiators are now all behind large equipment to ensure children cannot hurt themselves, and the new building has been designed with under-floor heating to eliminate this risk altogether. To ensure children play in a safe environment, a daily check of the premises is carried out in addition to an annual risk assessment, for which records are in place. Children's welfare is protected because both the child protection and equal opportunities policies have been reviewed by staff to ensure they have a clear understanding of these areas. The child protection policy contains clear procedures to be followed in the event an allegation of abuse was ever made against a member of staff. A system has been set up to record children's pre-existing injuries when they arrive at the setting, which parents are asked to sign. Although a record of visitors is made in the register,

this does not clearly show arrival and departure time, which increases the risk to children's safety.

The setting was also asked to explore opportunities for children to express themselves creatively and to develop the planning to identify and evaluate learning outcomes for focused activities.

Children have good opportunities to express themselves creatively. Painting and craft areas are set up during each session and they take part in additional activities such as musical movement which encourage them to express their own creativity. Learning outcomes of focused activities are clearly identified and evaluated, which ensures staff have a good understanding of children's progress toward the early learning goals.

### **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 satisfactory. 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 parents are regularly asked to provide emergency contact details for their child at the time of placement
- ensure snacks are served to the pre-school children in a manner which minimises the spread of germs
- ensure records show children's hours of attendance

#### **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):

- continue to increase children's opportunities for outdoor play and 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](http://www.ofsted.gov.uk)