

Shalford Pre-School

Inspection report for early years provision

Unique Reference Number	EY233158
Inspection date	13 December 2007
Inspector	Amanda May
Setting Address	Station Row, Shalford, Guildford, Surrey, GU4 8BY
Telephone number	01483 452500
E-mail	
Registered person	Shalford Pre-School Limited
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 outstanding. 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?

Shalford Pre-school opened in 2002. It occupies a newly refurbished building in the grounds of Shalford Primary school which is situated in the village of Shalford, near Guildford in Surrey. The group has sole use of the building, which incorporates two activity areas, a separate small kitchen and separate toilets and cloakroom. There is a partially covered playground and garden available for outdoor play.

The pre-school is registered to care for 24 children aged from two to five years. There are currently 35 funded children on roll. The pre-school serves the local area and has strong links with the school. Children attend for a variety of sessions. The group opens five full days a week from 09:00 to 15:00 and on Friday mornings from 09:00 to 12:30 in Autumn and Winter terms. The setting opens during school term times only.

There are eight members of staff, including the manager, who work with the children on various days. Of these five members of staff have an early years qualification and three members of staff have a current first aid certificate. The setting receive support from the Early Years Childcare Service. This is a committee run group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Staff at the pre-school are highly skilled and innovated as children are encouraged to learn about the importance of looking after their health. Children are provided with a wide range of snacks which they take independently at the snack bar. They pour their own drinks skilfully, and help themselves to fruit, breadsticks and rice cakes as they chat with their friends. When children have finished eating, they take their name off the board to show that they have had their turn. They then take their cups and put them in the washing up bowl before returning to play. Children are introduced to healthy foods through planned activities, and children enjoy tasting fruits from other countries, with their favourites being incorporated and enjoyed at snack time. The pre-school provides exceptional opportunities and support to parents in encouraging children to eat healthy and nutritious meals. Lunchbox work-shops are run for parents to share ideas, and develop their own understanding of nutrition. This contributes to children's good health.

As there are children who attend the setting in nappies, a robust and thorough nappy changing procedure is in place. Children are always changed during the session, ensuring their comfort. Staff ensure that the spread of illness and infection is minimised as they wear disposable aprons and gloves. Children who are potty training are very well supported, as reward charts are used where appropriate, to encourage children in their new skills. Accidents and the administration of medication are dealt with effectively. Detailed information is recorded of any bumps which may occur during play, and these are shared with parents. If children require medication, written permission is sought from parents, along with acknowledgement when it has been administered. There are two members of staff who are trained in the use of epi-pens, in order to ensure children's health and well-being is protected at all times.

As a result of staff dedication, and the managers inspirational planning, children have use of a garden which is superb. Children have been fully involved in creating the outdoor play area, and parents have dedicated their time and skills to providing children with a space which is stimulating and vibrant. Children of all ages enjoy playing on the life size boat, pretending it is a pirate ship as they wear their pirate hats. A full range of sensory areas are also available for children to use as they play with the saucepan washing line, and where paving slabs contain objects such as cutlery and old keys to encourage children to feel and experience as they play. Children enjoy a host of outdoor play opportunities, and as their art-work is framed in the outdoor play area, children and parents are immediately welcomed into the bright environment as they arrive each morning.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a welcoming, secure and safe, indoor and outdoor environment. Thorough and detailed risk assessments are carried out for all areas of the pre-school each morning, ensuring that staff are immediately aware of any potential hazards which are rectified before children arrive. A premises review is also undertaken by the manager and committee. This ensures that work to be done within the pre-school can be prioritised each term, and that the setting consistently evolves to provide children with a pre-school which is inspiring and innovative.

Children gain a clear understanding of ways in which they can learn to take care of themselves. Children practise the fire evacuation procedure along with the school. Staff are confident in their roles in ensuring children's safety, and as fire drills are recorded and evaluated, children's safety is effectively protected. Children gain a clear awareness of safety issues as staff supervise them effectively, and gently remind children to line up quietly and to listen carefully to staff when they are leaving the pre-school to go outside or to practise their Christmas play in the school hall. Children act responsibly and hold hands with their friends as they walk nicely together.

Staff all demonstrate their understanding of safety issues, as the manager ensures staff are clearly aware of the procedures to follow to ensure the health and safety of children and staff alike. Details of these procedures are given to each member of staff when they first start at the setting, ensuring that they are fully prepared and knowledgeable about basic strategies in place. Staff also discuss issues surrounding safeguarding children at their induction with the manager, and show very good understanding of their individual roles in ensuring the protection of children. The manager is the designated child protection officer, and has a thorough knowledge of the procedures she would follow if concerns were raised about a child's safety and well-being. Relevant documentation and contact details of specific agencies are in place for staff to refer to if necessary. Details of any existing injuries or incidents are also recorded effectively and acknowledged by parents, in order to ensure children's safety is monitored at all times.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely confident and happy in their activities. They enjoy a wide range of exciting opportunities to play and learn, and children embrace these eagerly. Children enjoy making igloos from sugar cubes and making their own winter wonderland. Staff provide children with small sieves so they can make it look like it is snowing. Displays within the setting are predominately interactive, allowing children to explore and enjoy the vibrant resources available. Children are focussed in their activities, and concentrate as they match shapes at the computer, or when making peppermint creams to take home to their parents.

Staff provide children with space to play and the opportunity to take time with their activities. The setting is vibrant and children are visibly enthusiastic at all the different things they can enjoy. As some children stay for the whole day, children can return to the activities which are of particular interest to them, developing their skills and understanding consistently. Children enjoy very close relationships with their peers and staff alike. Children seek out their friends to play with, and wave at them happily as they practise their Christmas show together. Staff support children very well, allowing them time to explore alone during their play, as well as joining in with them where appropriate. Children flourish in their confidence and self-esteem as a result.

Nursery Education

The quality of teaching and learning is outstanding. Children are making very rapid progress in their development, and staff have an exceptional understanding of how best to support each child individually in their learning needs. Staff all work together in order to provide children with a programme of activities which is stimulating, fun and innovative. Staff take responsibility for planning adult-led activities each day, ensuring they all have a clear understanding of the learning objectives for each activity and a thorough awareness of ways in which to support

children in reaching the early learning goals in line with the curriculum for the Foundation Stage.

The manager effectively monitors the effectiveness of staff planning, and lessons are individually evaluated at team meetings to discuss how to further support and encourage children's learning. Regular observations are completed of children each day, which are linked into children's developmental files each week. This ensures that children's files are up-to-date and contain information which is relevant and current in relation to their learning. Staff also ensure that children's struggles as well as their achievements are recorded, in order for their individual learning requirements to be addressed within future planning. This ensures that children are supported consistently with their individual needs.

Children respond very well to the many activities offered to them at each session. A wide range of activities are on offer to encourage children to develop their personal, social and emotional development. Children enjoy circle time activities each day, taking turns and enjoying group activities. Children develop their confidence as they speak in front of their friends about the things they have brought in to show. Children also develop their understanding of mathematical concepts as they play a fishing game. Children sit in a circle and take turns to use a magnetic fishing rod to catch a fish. Children persist as they try to attach a fish to their rod, before turning it over and counting the spots on the back of the picture. Children count skilfully, and are then challenged to match the number of spots to a written number. Children are rewarded with lots of praise and encouragement from staff and their friends, and the activity is subtly adapted to ensure it supports children of all abilities. Children are encouraged to do simple calculations as they add the dots on their fish to the ones on their friend's rod. Children who struggle to find a specific number, are still encouraged to find a number that they can recognise, ensuring their self-esteem is fostered.

A number of opportunities are available for children to develop their understanding of communication, language and literacy. Children demonstrate their eagerness for stories as they access the book corner to look at books alone or with their friends. Staff encourage children's enthusiasm for books and language as they tell stories and talk about the pictures in the book. Children make exceptional use of the mark-making table where they access writing materials and enjoy sitting with their friends practising their early writing skills. The setting also encourages children to develop mark-making skills in other materials such as writing their names in sand, and when using the magnetic letters and boards around the room.

Children's learning is not just limited to inside the pre-school. Children chalk outside in the garden, and develop a thorough knowledge and understanding of the world around them as they grow fruit and vegetables such as carrots, sweet corn and strawberries. Children help to sow the seeds and water the plants as they collect water independently to fill up their watering cans. When the plants are fully grown, children help to harvest their food, before tasting it all together for snack or as a circle time activity.

Staff are innovative and enthusiastic, and as a result, children are consistently challenged and develop a keen interest and genuine excitement for learning. Therefore, they are making exceptional progress in their learning and flourish in all they do.

Helping children make a positive contribution

The provision is outstanding.

Children are relaxed and at home in the comfortable environment. They confidently make choices and take decisions as they initiate and extend their own play and learning. Children gain an exceptional awareness of social diversity as they have visits from people who play an important part in their community such as paramedics and the fire service. Children's social, moral, spiritual and cultural development is fostered. Children learn about other people's beliefs as they celebrate festivals from around the world such as Diwali and Chinese New Year. Themes used within the pre-school are planned meticulously, to include opportunities for children to learn about other countries. Children use an interactive globe to learn about other countries, and enjoy activities which represent traditions from around the world. Children dress up in clogs and traditional outfits from Holland. Staff extend activities further through providing opportunities for children to make their own blue and white china as they paint and decorate paper plates with windmills.

There are two children currently attending the setting who have English as an additional language. Staff support these children effectively through the use of visual aids to ensure they are always fully aware of the daily routines. This is also particularly useful for children who may attend with learning difficulties and disabilities. Children gain an outstanding awareness of other people's needs as they are encouraged to work with their friends and help one another where necessary. The pre-school offers work experience placements to students from local schools and colleges. This includes young people from all areas of the community, allowing children to develop their awareness of people who make up their own community as well as the wider world.

As detailed observations are completed on all children, staff demonstrate a very good understanding of their learning needs. Although no children currently attend the setting with learning difficulties and disabilities, staff ensure that they are aware of any potential problems through excellent observations, and know to support children through sharing information with parents and through providing activities which are challenging, achievable and fun.

Children get on together very well, and as children remain stimulated and are so well supported by enthusiastic staff, behaviour is impeccable. Children actively help their friends and enjoy playing together. Staff actively include children in deciding what behaviour is acceptable as they devise rules together for the pre-school, which are displayed at child level for children to relate to. Children with specific behavioural needs are further supported through the use of reward charts in line with parents wishes. Egg timers are also used as a visual aid to promote children's understanding about taking turns and sharing equipment. Staff act as very good role models, and children receive consistent praise and encouragement as they play and learn, ensuring their self-esteem and confidence is fostered.

The quality of partnership with parents and carers is outstanding. The setting works with parents, and they are fully valued as an integral part of the provision. Details of children's starting points in learning are sought when their first attend the setting, and children benefit from settling-in periods in which parents can spend time discussing children's needs with staff, whilst children gain confidence in their new surroundings. Parents are encouraged to be involved in their child's learning as they bring in items from home which relate to themes as well as other items of interest. Parents are kept fully informed of the progress children are making in their early education as plans of activities are displayed clearly for parents to view. These link to the stepping stones and early learning goals. Parent consultations are also carried out twice a year

for parents to come in and see children's files, and discuss their child's development and learning. Newsletters are regularly sent out reminding parents of up-coming events and current themes in order for parents to support their child at home in their learning.

The setting promotes parental input in order for the provision to improve and evolve to support children's and parents needs. Questionnaires are sent out to parents annually asking for their input into the service provided to children and adults alike. A summary of the response is then shared with parents, highlighting how the provision plans to address any concerns or suggestions for improvement. The manager is supported by the parent circle group which take responsibility for various aspects of the provision from human resources, recycling issues and in gathering learning resources. The parent circle, staff and management committee work exceptionally well together, and parents are encouraged to get involved with the setting as much as possible to ensure it's growth. The excellent communication between the setting and parents ensures that consistency is achieved throughout each child's experiences, allowing them to flourish and achieve in all they do.

Organisation

The organisation is outstanding.

The setting benefits highly from an enthusiastic and passionate manager who has clear visions about innovative possibilities to extend and develop the provision for the children who attend. Staff work together very well as part of a team, and are each valued for their individual skills and contributions to the setting as a whole. A robust recruitment procedure is in place to ensure that staff who join the provision are equipped with relevant qualifications and experience, and who can provide children with enthusiasm and dedication. References and criminal records checks are sought for all staff, and the manager ensures that staff are valued and challenged in their role as they access training and take on additional responsibilities. A full and thorough induction procedure is in place, in order to ensure staff feel fully at ease within the setting, and gain a clear awareness of their roles and responsibilities in providing an exceptional quality of care to children.

The atmosphere at the setting is fuelled with new ideas to progress children in their care, learning and play. Resources and staff are extremely well deployed, and space is planned well in order for children to enjoy many different activities during each session. The quality of leadership and management is outstanding. The planning and individual lesson plans are supervised by the manager, who ensures the thorough understanding of the learning objectives of each activity by staff. Staff are very well supported in their own development, and benefit from appraisals as well as one-to-one meetings with the manager to discuss their own needs and experiences. All members of staff contribute to staff appraisals, and each take time to appraise their colleagues. This ensures that each member of staff receives constructive feedback from their peers, management, as well as the committee, ensuring morale is kept high and staff feel appreciated for all their hard work and involvement in such a dynamic pre-school. As a result of such good practice, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the provider was recommended to conduct regular risk assessments on the premises identifying actions to be taken to minimise risks, ensure registration procedures show when children are present throughout the session and that actual arrival and departure times are recorded, and to ensure that all policies and procedures meet current requirements.

The provider has now addressed these recommendations fully. Thorough risk assessments are in place, and reviews are regularly carried out to ensure risks are minimised accordingly. Registration procedures are now robust, ensuring that parents sign their child in and out of the setting, before a full registration is done by staff. This ensures children's safety is well-maintained. All policies and procedures are in place, and as these are reviewed by the committee regularly, current requirements are fully met.

In relation to the provision of nursery education, the provider was recommended to improve the use of writing resources to encourage children to mark-make in role play and to write for a purpose. The setting was also recommended to develop methods of evaluation and assessment of children's skills so that children's individual learning needs can be reflected in the weekly planning.

The setting has now devised many opportunities for children to practise mark-making skills, and resources are available in the role play areas for children to write cards to their friends, and to write shopping lists during imaginative play. The evaluation and assessment of children's learning is thorough and well-organised. This ensures that children's individual learning needs are consistently addressed and supported in every-day activities through exceptional weekly planning.

Complaints since the last inspection

Since registration 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 outstanding. 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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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