

# The Village Pre-Schools

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY242863
<b>Inspection date</b>	29 January 2008
<b>Inspector</b>	Susan Mary Deadman
<b>Setting Address</b>	Tylers Green Methodist Church, Coppice Farm Road, Tylers Green, Penn, Buckinghamshire, HP10 8AN
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<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Penn & Tylers Green Residents' Society
<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?

The Village Pre-School first opened in 1965. The pre-school operates from the Tylers Green Methodist Church. They have access to a large hall, smaller room, entrance hall, kitchen and cloakroom areas within the building. The pre-school serves the local area.

They are registered to care for a maximum of 34 children and there are currently 49 children aged from two to five years on roll. This includes 35 children who receive nursery education funding. Children with learning difficulties and/or disabilities are supported within the setting.

The pre-school opens for five mornings a week during school term times. Sessions run from 09:15 until 11:45 and children may attend a lunch club until 13:15.

Including the manager, there are 10 staff members employed to work with the children. Seven of the staff hold relevant early years qualifications to at least Level 2. The setting receives support from the local authority development workers.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children thrive as staff follow effective procedures, which promote their welfare. Children are very active and have regular opportunities to participate in purposeful outdoor play. They climb, balance and negotiate obstacle courses with precision. The outdoor play area is highly organised to enable continuous access throughout the session.

Staff encourage parents to provide healthy snacks and packed lunches for children. They are aware of children's individual dietary requirements and ensure these are adhered to. Staff sit with children and monitor the mealtime sessions, which promotes a good level of socialisation. Children help themselves to easily accessible drinking water throughout the session, which enables them to remain hydrated. Staff follow good hygiene procedures as children wash their hands prior to eating and tables are attractively covered during mealtimes. Planned activities, such as making vegetable soup, support children's understanding of healthy eating.

First-aid qualified staff are on the premises at all times, and effective procedures are in place to manage accidents and administer medication. Staff minimise the spread of infection as they follow a 24-hour exclusion period. There is a comprehensive list of infectious diseases and their incubation period, which enable staff to advise parents of the appropriate procedures.

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

The provision is satisfactory.

Children are cared for in a welcoming, secure and generally safe environment. Children have a good amount of clear play space and move around freely in the well-organised play areas. Staff care for children in two playrooms, which are attractively decorated with children's artwork. Full use is made of the entrance hall area for children to play, however, this can sometimes slightly obstruct the fire exits. The smoke alarm is in working order, although there are no clear procedures in place to monitor this. A fire blanket is appropriately located in the kitchen. Children practise the fire drill, however, the fire exits do not have the required signs. Staff provide children with an outside play area as they securely section off part of the car park. The Ivy growing along a large section of fence is not included within the risk assessments, although staff monitor the children at all times.

Children make good use of the equipment to support their independence. For example, they use a small steps stool to reach the sink and wash their hands without the need of adult help. There is a good range of age appropriate play equipment to support children's development.

Staff have a clear understanding of their responsibilities in relation to child protection. They have completed appropriate training and are aware of the procedures to follow should they have any concerns about the children in their care. They talk to parents and record injuries children arrive with, which promotes children's safety and welfare. The child protection procedures are comprehensive and include all the required elements.

## Helping children achieve well and enjoy what they do

The provision is good.

Children enter the pre school enthusiastically and are eager to participate in the activities. Staff are quick to respond to children who may need additional support to separate from their parent. Their intervention works well and children soon settle. Children are familiar with the daily routines and staff talk to them about what is available that day. Very good use is made of sequence charts, which supports the understanding of non verbal children. Stimulating and fun activities, are enjoyed by all. Children bandage their teddies in the doctor's surgery and enjoy taking it in turns to be the patient, whilst staff wrap bandages around them. Children are engrossed in activities, such as the zoo set. They have access to a very good range of zoo animals and enjoy grouping these together and placing in various enclosures. Staff make excellent use of the outside play space. In this area children paint at the easel and on large cardboard boxes and participate in sand and water play.

### Nursery Education

The quality of teaching and learning is good. Staff plan a wide range of enjoyable activities, which support and extend children's development. Comprehensive plans are on display and enable staff to provide children with a wide variety of interesting challenges. For example, planning encompasses the theme of the nursery rhyme Humpty Dumpty. Children build walls from a variety of equipment, such as very large construction bricks and small bricks in the sand. Staff use this theme to support children's understanding of number as children throw a dice and colour the printed brick wall, which represents the number. Staff talk to children about the shape Oval and children identify other items of the same shape, for example, Easter eggs and potatoes. Many of the puzzles available encompasses the theme, as does the craft activity. Children eagerly create Humpty's wall by gluing several small squares onto a sheet of paper. They then stick Humpty Dumpty on the wall. Some children complete several of these pictures, getting faster each time they build a wall, much to their enjoyment.

Staff have a secure understanding of the early learning goals within the Foundation Stage and planning encompasses each outcome. Planning clearly shows the aims of each activity and provide staff with useful information to enable them to implement the activity effectively. Staff make detailed observations, which they use to plan for children's next stage of development. Evaluation of activities is in place, although these are not always comprehensive.

Resources are available to allow children to write for a purpose. For example, there is a designated writing area and children have use of notepads in role-play areas. Children enjoy books and independently access the cosy book corner. They use this area well and when staff see children sitting looking at the books, they join them and read impromptu stories. Children understand the print carries meaning and identify their own names and sometimes the names of others. Children eagerly identify individual letters that they recognise on a sheet of writing and enthusiastically search for more letters that they are familiar with. During group time children are confident to talk about their experiences and other children listened intently and ask appropriate questions.

Children sing several nursery rhymes and have access to musical instruments. They enjoy singing and music activities, although there are limited opportunities for them to hear and respond to a wide range of music types.

Children develop coordination in large motor skills as they use outdoor climbing equipment. They practise their increasing dexterity as they use scissors, glue sticks, paintbrushes and rolling pins. Children use their imaginations as they have regular opportunities to participate in role-play within the home corner and paint pictures of their choice.

Staff make good use of number songs to support children's understanding. They purposefully use positional language when talking to children, for example, in front of, behind and beside. Children count well and staff use several opportunities to encourage this. Children enjoy a game of sound bingo, as they listen to a tape of various sounds and recognise the sounds of a dolphin, thunder, frog and someone munching crisps.

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

The provision is good.

Children gain an understanding of others in the community through planned topics and have access to resources, which promote differences. They acknowledge various festivals and learn about the importance of these to others. Parents come into the setting, for example, during EID, to show children various artefacts relevant to that culture. Children have easy access to good range of books, which provide them with positive images of differences of culture and ability. Children behave very well and staff manage age appropriate disputes sensitively, which supports children's understanding of right and wrong.

Staff have a good amount of information relating to children's individual needs. This is particularly evident with children who have special educational needs. Staff are highly supportive to parents and attend additional training to ensure they meet children's individual needs. Parents enthuse about the amount of support their children receive and benefit from.

There is a comprehensive complaints procedure, which provides parents with clear guidance and the full contact details of Ofsted as regulators. The reception area contains a huge range of relevant information for parents. This includes safety issues, such as the correct fitting of car seats, health information and feedback from parent questionnaires.

The partnership with parents who receive nursery education is good. Staff provide parents with a good amount of written information relating to the Foundation Stage of education. Comprehensive plans are on display and provide parents with a great deal of insight relating to activities and describe what their children are learning from these. Children's spiritual, moral, social and cultural development are fostered.

### **Organisation**

The organisation is good.

The leadership and management of the setting is good. Fortnightly staff meetings enable staff to familiarise themselves with any changes to the children's needs and supports their understanding in relation to their duties and responsibilities. Daily discussions between the staff and parents ensures effective communication. Secure recruitment and induction procedures, ensure staff are safe to work with children or are monitored until they gain a satisfactory police check.

Children receive high levels of support within the well-organised environment. Effective planning ensures the setting is well prepared in advance of children's arrival. Staff plan for all elements of the provision including outside play and the lunch club. Staff attend a variety of training

which promotes children's welfare. An active parent rota enables parents to participate in the daily activities. Informative news letters provides parents with a good amount of relevant information.

Staff follow an extensive range of comprehensive policies and procedures, which support the care, welfare and development of children. Staff maintain a written record of visitors to the setting, which includes times of arrival and departure. Children's and staff's attendance is accurately recorded. Staff have a clear understanding of the requirements of registration and inform Ofsted of significant events. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the previous inspection, the setting was required to improve the recording of medication, ensure there are appropriate behaviour management strategies and make sure staffing levels support the needs of children.

Appropriate medication records are available, which clearly record the name of the medication, the dose required, time to be administered and parents written permission. Staff have attended behaviour management training and follow comprehensive procedures to ensure continuity of appropriate management.

The organisation of the setting promotes a high staff/child ratio, which provides children with good levels of support and meets their individual needs.

In relation to the funded nursery education, the setting was required to ensure planning identifies age and stage appropriate activities and opportunities for children to freely express themselves through art and craft activities; increase children's access to technology equipment; introduce an appraisal system for staff and provide parents with formal opportunities to comment on the record of children's progress.

Clear plans are available and relate to children's differing abilities. Their artwork receives little adult intervention, which enables children to express themselves freely. There is an increase in equipment, such as computer and programmable toys. Staff use a variety of methods including home link books, to enable parents to record any comments on children's progress. Staff seek the opinion of parents through comprehensive questionnaires and make them welcome in the setting. An appraisal system is in place which identifies the staff's strengths and training requirements. The system enables effective two-way communication between the manager and staff member. The improvements made since the previous inspection promote children's care and development.

### **Complaints since the last inspection**

Since the previous 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.

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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):

- improve fire safety procedure, which should include the clear identification of fire exits, effective recording of fire drills and procedures to ensure the smoke alarm is in working order
- review risk assessments to include the Ivy in the garden area
- increase children's access to various types of music and provide more opportunities for them to move to rhythm.

#### **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):

- extend the evaluation and assessment of activities and children's progress.

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)