

Speen Pre-School

Inspection report for early years provision

Unique Reference Number	EY256882
Inspection date	31 January 2008
Inspector	Margaret Moffat
Setting Address	Speen Village Hall, Studridge Lane, Speen, Princes Risborough, Buckinghamshire, HP27 0SA
Telephone number	01494 488160
E-mail	
Registered person	The Trustees of Speen 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Speen Pre-school opened in 1970. It operates from the village hall in Speen. The pre-school have the use of the hall, kitchen and cloakroom facilities. There is an enclosed outdoor play area. A maximum of 20 children may attend the pre-school at any one time. The setting opens five day a week during school term times. Sessions are from 09:15 until 12:15. The pre-school also operates a lunch club from 12.15 until 12.45 on a Wednesday.

There are currently 19 children from two to five years on roll. Of these 13 children receive funding for early education. Children attend for a variety of sessions.

The pre-school employs five members of staff. Of these, two hold appropriate relevant childcare qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good health and hygiene routines as they help themselves to tissues when needed and dispose of these appropriately and are encouraged to wash hands before snack time. Many children deal with their own care needs as they visit the toilet and wash their hands without prompting. However, this is not always actively reinforced by staff. Staff promote independence through providing suitable resources such as steps for the children to reach the sinks, liquid soap and paper towels. All staff hold first aid certificates and there is a fully stocked first aid box. This ensures children receive adequate attention if there is an emergency.

Children enjoy a range of physical activities, which contribute to maintaining a healthy lifestyle. They have opportunities during the session to have fresh air as they play in the outdoor area, riding trikes, catching and chasing hoops and drawing with chalks on the ground. They visit the local village play area where they have opportunities to play on large apparatus. Music and movement sessions and other physical activities such as playing with the parachute are planned for the indoor environment. Children use a range of tools such as rolling pins, cutters, scissors, pens and paint brushes with confidence, helping develop their fine motor skills.

Children are becoming aware of their own needs as they help themselves to drinking water during the session, when they are thirsty. Children are developing an awareness of healthy eating through the variety of snacks and drinks made available to them. This includes a choice of different fruit such as apples, grapes, raisins and cheese. Parents currently provide packed lunches for those children who wish to stay and they are encouraged to provide healthy options for the children, further developing their awareness of healthy eating. Snack and lunch time are social occasions where staff and children sit together, chatting about home life, what they have been doing and what they are eating. This helps children develop good eating habits and talk about foods that are good for them.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are secure within the environment and staff follow appropriate procedures to keep children safe. For example, completing daily risk assessments and ensuring parents inform them and record if their children will be going home with anyone else that day. Staff use non slip cups with lids if they have hot drinks when sitting with the children at snack time. Children are kept safe on outings as staff are always within ratios and they discuss road safety with the children before they leave the building. Children learn to avoid accidental injury as staff encourage them not to carry heavy boxes of toys around when they have tidied up and to only carry one chair at a time when helping to put them around the table for snack time.

Children access clean, age appropriate toys and resources, which are stimulating and provide them with opportunities to explore and investigate. These are set out to allow children easy access either on the floor or on tables. Children move around safely and independently within the hall and displays of their work help children feel a sense of belonging.

Staff have a good understanding of the child protection policies and the procedures to follow if they have any concerns about a child in their care. They attend training and are clear about the signs and symptoms of abuse. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well into the pre-school routine and most leave their main carer with ease. They hang up their coats and bags and go to the carpet area where they find their names and place them on the board as they wait for others to arrive. Children are confident in their relationships with their peers and staff. They ask staff for help when required for example, when putting on aprons for painting and make choices about what they wish to play with from the selection available. Children under three are supported well by staff within the setting. They are given time to settle on arrival and staff comfort them and give reassurance if they are upset as they leave their carers. Staff ask the children what they would like to do and sit with them as they play with their chosen activity. This contributes to children gaining confidence in the pre-school. Activities for the younger children are appropriate for their stage of development.

Nursery Education

The quality of teaching and learning is satisfactory. Plans demonstrate staff understand the early learning goals and stepping stones, however it is not clear how these plans support children's individual learning. Observations are completed but these are not consistent, as a result children's next steps in learning are not planned for. Staff provide a stimulating environment with a range of planned activities making use of resources to support children in all areas of learning. During activities staff use effective questioning techniques to encourage children's thinking and use lots of praise and encouragement to build children's confidence and self esteem.

Children express their ideas and experiences well as they talk openly during activities about themselves and their families. Many children recognise and write their own names. They can link sounds and letters c for cow, c for carpet, and learn to recognise and write letters during planned activities. Staff introduce counting, number recognition and calculation within every day activities. Children have fun as they take part in music and movement activities. They follow instructions and listen to what they have to do when the music stops. They balance on one foot, hop, make themselves small and tall using their bodies, stretching and curling up. Children enjoy experimenting with colour in painting activities as they mix two colours together and watch them change. For example children mix red and yellow together and inform staff it has changed to pink, they try this again using more red and inform staff it is 'brownie' pink. They confidently name the coloured paint pots on the easel as they paint the pictures. Children have opportunities to be involved in craft activities, however some of these are adult led and do not allow children to express themselves freely as items are pre-cut ready for the children to use. Children use their imaginations in a variety of ways. They use play dough to make a giraffe cake and talk about having a long piece for the neck and giving it a tail. Staff praise children for their efforts. The cake is put on a plate and then children hold it under the table and say it is in the oven. They ask staff if they would like a piece of the cake and then inform them that cannot eat it as it is only pretend. Children enjoy playing ring games and join in enthusiastically as they play 'I sent a letter to my love and on the way I dropped it'. They shout and cheer as children run round the circle and try to get back their space before they are caught. Children are having fun and enjoy themselves in the pre-school.

Helping children make a positive contribution

The provision is good.

Children become aware of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. Children have opportunities to go on outings in the local community and visit the village play park regularly. There are effective systems in place to support children with learning difficulties or disabilities. Children are well behaved and polite. Staff use appropriate behaviour management strategies and children respond well. Staff make expectations of behaviour clear and give reasons for request ensuring children understand why certain behaviour is not acceptable. Children enjoy each other's company and treat each other kindly. They learn to share and take turns while playing group and team games and when they find a teddy belonging to another child in the pre-school, they seek them out and give it to them. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. They are encouraged to become involved in the pre-school as they become members of the committee and help out during sessions. Parents have recently been asked to complete a questionnaire to find out what more can be done to improve the service offered. They receive good information regarding the pre-school routines, curriculum and policies as they receive a copy of these when their child first starts and receive any policy amendments as they happen. Parents provide relevant information about their children to the staff through the 'all about me book' and this helps to ensure staff have a knowledge of individual needs and achievements. Staff and parents verbally exchange information and this ensures continuity of care. Parents report they are very happy with their children's development and the care they receive in the pre-school.

Organisation

The organisation is satisfactory.

The pre-school are in breach of regulations as the hours of children's attendance is not accurately recorded. All legally required documentation which contributes to children's health and well being is in place. The environment is organised well to maximise the play opportunities for children and staff show a clear understanding of their role in supporting them in their play and learning. Children are comfortable and settled in their surroundings.

Leadership and management are satisfactory. The recently appointed manager has identified areas for development in Nursery Education and is beginning to address these issues. The pre-school are well supported by the committee who work closely with the staff to ensure the smooth running of the setting. There are appropriate recruitment procedures in place and staff are able to attend further childcare training and development courses. This will help them to monitor and improve the quality of care and education they offer to all the children. 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 were asked to ensure confidentiality is maintained with regard to children's names, ensure lunch boxes are stored to maintain a safe temperature and ensure fire drills are recorded and assessed. Confidentiality is now maintained when children's names are recorded as new documentation is now in place. Lunch boxes are stored appropriately and parents are asked to provide ice packs in the boxes and fire drills are undertaken on a regular basis and recorded. This promotes the safety and welfare of the children.

At the previous Nursery Education inspection the setting were asked to increase opportunities for children to further extend their development in mathematics and physical development. Children are introduced to counting, number recognition and calculation within every day activities and have opportunities to develop their physical skills through indoor and outdoor activities as part of the curriculum.

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 satisfactory.

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 staff effectively promote hygiene routines at all times
- ensure a record of children's hours of attendance is maintained accurately

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):

- provide children with opportunities to express themselves freely in art and craft activities
- implement an effective system to ensure planning and observations are used effectively to promote children's next steps in 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