

Manor Farm Pre-School

Inspection report for early years provision

Unique Reference Number	EY258641
Inspection date	21 November 2007
Inspector	Susan Victoria May
Setting Address	Rose Avenue, Hazlemere, High Wycombe, Buckinghamshire, HP15 7PH
Telephone number	01494 816730
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Registered person	The Trustees of Manor Farm Pre-School/Nursery
Type of inspection	Integrated
Type of care	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.

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?

Manor Farm Pre-School and Early Bird Club is a voluntary group managed by a committee of parents and carers. It was established in 1976 and operates from two rooms within Manor Farm Community Infant School in Hazlemere, on the outskirts of High Wycombe. Children have access to a fully enclosed outside play area and use of the school playing field and playground. Children attend from the local surrounding area.

A maximum of 30 children may attend the pre-school at any one time and 24 children the out of school care. There are currently 68 children aged from two to under five years on roll in the pre-school. Of these, 46 children receive funding for nursery education. There are currently 32 children on roll in the Early Bird Club. The pre-school is open each weekday from 9.00 to 11.45 and from 12.30 until 15.00 and the Early Bird Club from 08.15 until 08.45 in term time only. The provision is able to support children with learning difficulties and/or disabilities and those for whom English is an additional language.

The provision employs 14 staff. Of these nine staff hold appropriate early years qualifications.

The Pre-School is accredited under the Buckinghamshire Quality Assurance Scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for within a healthy environment. Staff provide good role models and use topic, everyday play and discussion to increase children's understanding of a healthy lifestyle. Children are accompanied to the toilet by staff who remind them about toilet flushing and hand washing. Child-sized toilets, sinks and easily accessible soap and drying facilities support the children's developing independence skills. To increase children's understanding of good personal hygiene, children follow routines for example, washing their hands before touching food. Children are beginning to develop body awareness and to recognise their needs, for instance, children decide whether they choose periods of exercise in the garden or a quiet activity indoors. Children benefit from effective systems to record accidents and incidents. Parental permission is sought before medication is administered and parents signatures are in place, however, procedures to request parental signatures to acknowledge given medication are not as effective. All staff members have first aid training and there are well equipped and easily accessible first aid boxes for indoors and outdoors. This ensures children's minor injuries are dealt with effectively.

Children have daily access to fresh air in the garden and enjoy a range of physical activities that contribute towards a healthy lifestyle. Free play with a variety of equipment and wheeled toys, together with planned activities provide children with appropriate challenges to promote their physical skills and coordination. Children competently climb through, over and around the equipment. They enthusiastically pedal and scoot around the garden, skilfully changing speed and direction to avoid bumping into their peers.

Children are nourished with fresh, healthy snacks and drinks. They learn the importance of healthy eating through related topics and activities. Snack time is a social occasion where children sit together and serve themselves, showing increasing control and co-ordination as they butter their crackers and spread their choice of topping. Snacks are varied and a selection of fruits is another favourite and nutritious snack. Water is accessible to the children at all times. Staff make sure children's individual dietary needs are met in consultation with parents and procedures in place ensure these are strictly adhered to.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a child friendly environment where staff maintain safe and secure premises. Staff complete safety checks and daily risk assessments. Ongoing visual assessments are completed throughout the sessions to ensure risks are kept to a minimum and any obvious hazards are dealt with promptly and effectively. For example, a padlock secures the playground gate when the children are outdoors. Procedures to safeguard children off the premises on outings are in place and include parental consent, taking a small first aid kit, walkie talkies and all contact numbers, including details of adults. All fire precautions are in place and staff are clear of the procedures to follow. Children practise fire drills regularly to ensure a rapid and safe evacuation in the event of an emergency.

Staff accurately record children's attendance times and procedures are in place to ensure only agreed persons collect the children. Staff supervise and support the children well and there is sufficient space for children to move and play comfortably, child-sized furniture supports them

in their play. Children have the opportunity to play outdoors when they choose; staff monitor children's movements and plan resources to ensure they have a good balance of activities in both indoor and outdoor play. Children freely access and use the suitable, well maintained equipment and resources that are age appropriate and meet their developmental needs. For example, during the Early Bird club when older children attend, they have access to more complex equipment and games.

Children learn to keep themselves safe and avoid accidental injury by gentle reminders and reasons from staff of possible outcomes. For example, when staff light the candles on a birthday cake, children talk about how candles get hot and could hurt them or cause a fire. Children are protected because staff are secure in their understanding of Local Safeguarding Children's Board procedures and of how to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Staff effectively use their skills and knowledge of early year's guidance to enhance children's care and learning. Children achieve well and clearly enjoy their time in the pre-school. Staff provide high quality care and education for all children to develop effectively in all areas. They make extensive observations and accurately and regularly update their documentation to provide an accurate record of each child's progress. They then use this information to successfully help each child move forward. Staff recognise the uniqueness of each child and take time to build caring relationships, this helps increase children's sense of trust and helps them develop their individuality. Children gain confidence and self-esteem as staff praise their efforts and achievements, encourage them to achieve and provide activities which are stimulating, fun and within their learning abilities. Staff sit with the children encouraging their participation. Children are keen to share their news and staff listen carefully, show interest and respond appropriately to their signs and gestures. Emphasis is placed on helping the children to socialise and develop good communication skills. Staff set out the room carefully with activities and resources thoughtfully and attractively displayed to encourage the children to use. The environment is bright and eye-catching as staff value and display the children's work and child related posters and pictures. Children are involved in a broad range of planned activities and spontaneous events, which support their development and learning. For example, during free play they confidently use a range of tools, build with large and small construction equipment, paint on the easel, and access role play resources. Planned activities such as circle times and music sessions provide opportunities for children to listen to adults and to each other as they share their thoughts and make music together as a group.

Nursery Education

The quality of teaching and learning is outstanding. The children are progressing extremely well, supported by the staff team who have an excellent knowledge and understanding of the early learning goals. Children's learning is extended with exciting challenges introduced during planned and spontaneous play. Excellent, comprehensive records of children's achievements are used to inform planning and to set targets for their next steps.

Children have excellent relationships with the staff and each other. They play alongside each other in simple games, for example, they 'make tea' in the home corner and talk readily to the staff sharing news and thoughts. Children are very much part of the pre-school community, take pride in their achievements and are eager to show the results of their efforts to adults.

Children are spellbound by stories; they become animated with anticipation, and eagerly request familiar stories again and again. Staff use excellent props, for example, children 'capture' a story with crayons and paper and are then able to use this to recall the event. Staff tell stories from memory and use a variety of books which capture children's imagination, and develop their understanding of language and print. Older children can write their names in recognisable letters, younger children write their names with support, and there are lots of opportunities for mark making. Phonic sessions follow a recognised programme and children clearly enjoy and benefit from the daily sessions.

Children practise mathematics in everyday play and confidently count up to 10. At registration they count the number of adults and children and quickly decide whether there are more adults or children present. Children use their imagination and are creative in expressing themselves, making sense of the world around them through a variety of media. Children begin to identify their feelings using coloured ribbons to express their emotions, they display a range of expressions and record them, for example, in the 'Happy' book where the children's work is displayed.

Helping children make a positive contribution

The provision is outstanding.

Children are highly valued as individuals and staff take time to get to know them well, they ensure they have good background information about them to effectively meet their needs. Parents and children have pre-visits and staff record and discuss all relevant information. All children are welcomed warmly into the setting. Staff have experience in supporting children with learning difficulties and/or disabilities and for whom English is an additional language. Staff are proactive in seeking assistance from outside agencies to meet children's individual requirements. This ensures all children receive tremendous support to enable them to participate fully in activities.

Children form excellent relationships; their confidence is evident in the way they interact with each other and staff. Children learn to respect one another's views and are introduced to different cultures, beliefs and traditions. Children participate in activities that promote awareness of others cultures and traditions, for example, Chinese New Year, Diwali and Christmas. They access a very good range of equipment, which promotes positive images of diversity in the wider world. There is a strong moral ethos in the pre-school and children demonstrate this particularly well as they say and sign a thank you prayer before snack. Spiritual, moral, social and cultural development is fostered

Children's behaviour is exemplary, staff praise and give clear explanations providing a nurturing environment. They are encouraged to listen in group times as they would like others to listen to them. Staff use excellent methods to gain children's attention, for example, they use small bells to attract the children's attention before circle and snack time as a signal that children need to listen. Children respond promptly and immediately look to the staff for direction. Children are eager to help, tidy away when requested and are keen to move to the next activity.

Partnership with parents and carers is outstanding. Children benefit from parents' involvement in their learning. Parents are provided with extremely good quality information about the Foundation Stage. The positive relationship reinforces children's sense of belonging and ensures their confidence in the setting. Good communication, newsletters and parents' evenings keep parents informed and involved in their child's learning and helps staff and parents work together to help children make progress.

Organisation

The organisation is good.

Effective policies and procedures guide the staff in their daily routines and help provide a stimulating, well-balanced and smooth flowing programme throughout the day. The premises layout is well organised and children experience different areas to play throughout the sessions, including exploring the garden. Staff ensure children are never left unsupervised with persons not vetted, attendance registers confirm that ratios are maintained throughout the sessions and that whichever staff are on duty hold suitable qualifications. This supports children's wellbeing. Staff work well as a team. The group offers out of school care in the Early Bird Club during term time; that is operated by the staff who work at the pre-school. All of the required documentation is in place for both the pre-school and the out of school care. Parents are informed of policies and procedures and the Ofsted poster is displayed. While a complaints procedure is in place, and parents are informed of the regulator's contact details, this information is not easily accessible to them.

Leadership and management are outstanding. Children flourish in the exceptionally well organised setting. The staff are deployed effectively ensuring children receive excellent support, particularly when they work together in their small key groups. There are very good policies, procedures and planning in place to support the staff ensuring children's welfare, care and education.

The setting is led by the committee who play an effective role in supporting the manager and staff; they fund raise in order to provide resources and are involved in recruitment and reviewing and updating policies and procedures. Staff appraisals set staff objectives for development and identify training needs. Staff evaluate the activities and children's assessment records to inform future planning.

The staff are led and managed well by a strong senior management who support the team well. Staff are extremely successful in delivering the curriculum both inside and outside and give children exciting learning opportunities in this well planned environment supporting children's development through the stepping stones. 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 nursery were asked to organise the 'Jungle Corner' home corner to create more space for children to play and move freely.

Since the last inspection the provision has moved buildings within the school grounds and the last recommendation is no longer applicable.

At the last Nursery Education inspection the nursery were asked to improve opportunities for children to make marks and practise their emergent writing within everyday practical activities.

To achieve this staff have provided opportunities for children to mark make in their daily play, for example, pencils tied to the easel mean they can name their own paintings, clipboards and a chalkboard outdoors offer endless opportunities, and pencils and paper in the role play area allow children to make lists, take messages and begin to understand that words have meaning.

They were also asked to provide opportunities for children to use simple addition and subtraction within the daily routines of the pre-school. Staff are skilful at turning everyday routines into

learning opportunities as they sing songs and rhymes such as, 'There were 10 in the bed' song, children count down from 10 confidently, at snack time as they cut up fruit and count what is left as they each take a piece. This helps reinforce children's knowledge.

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

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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):

- improve practice by requesting parents sign to acknowledge medicine has been administered
- ensure information about the complaints procedure and contact details of the regulator is easily accessible to parents

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