

Flore Pre-School

Inspection report for early years provision

Unique Reference Number	220244
Inspection date	27 February 2008
Inspector	Paula Durrant
Setting Address	56 High Street, High Street, Flore, Northamptonshire, NN7 4LW
Telephone number	07790 847720
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Registered person	Flore 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 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?

Flore Pre-school is a committee managed provision. It opened in the 1960s and operates from the Millennium hall in the village of Flore, between Daventry and Northampton. The pre-school serves the local community and surrounding villages. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open term time only, on Wednesdays and Fridays, from 09:30 to 12.00, and Tuesdays from 12:30 until 15:00 and is also open on Mondays and Thursdays between 09:30 until 13:00. All children share access to a secure enclosed outdoor play area which is available as a free-flow area throughout the session.

There are currently 25 children aged from two years six months to five years on roll. Of these, 22 receive funding for nursery education. Children attend for a variety of sessions. Most live locally. The pre-school have systems in place to support children with learning difficulties and/or disabilities and for whom English is an additional language.

The pre-school employ six staff and a volunteer. Of these, three including the two supervisors hold appropriate early years qualifications, whilst a further three staff are working towards a qualification. The setting receives support from an Advisory Teacher and also benefit from

involvement of specialist practitioners such as a music teacher and the local Reverend. They are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health care needs are of paramount importance within this setting. They stay healthy because practitioners rigorously adhere to comprehensive health and safety procedures which are consistently applied. Staff are conscientious in the maintenance of hygiene levels, cleaning cloakroom facilities and table tops periodically throughout the session. They have a secure knowledge of communicable diseases and of how to manage bodily fluids in order to eradicate cross-contamination. All staff are first aid trained. There are plentiful resources within the first aid box and sound structures for documenting accidental injury and medication administered.

Children are encouraged to take an active part in keeping healthy. For example, they make full use of the free-flow play areas, congregating outside, many for a good period of the main session. This means children are provided with plentiful opportunities to access fresh air and an array of challenging resources to support their physical skills. Children learn the importance of good personal hygiene through well-planned daily routines. They know for example, that it is important to wash their hands prior to eating and after using the toilet and when returning from outside. They fully understand the purpose of this task as staff skilfully introduce regular discussions about germs and the affects that these can have on their bodies.

Children benefit from a nutritious and healthy diet. The pre-school provides them with a varied choice of snacks inclusive of a bowl of fresh fruit to which they can make independent choices. Snack time is an effective integrated learning experience. For example, children self-register, make their own selections, use tools to cut, independently pour their drinks and chat to staff and friends. This singular activity therefore encompasses several aspects of learning. The setting encourages parents to supply a healthy lunch for children staying to the lunch club. Children stay well hydrated as they access fresh drinking water supplied via a covered jug and fresh clean cups on a tray.

Children enjoy a wide range of physical activities including indoor and outdoor play, together with more structured skills lessons such as music and movement and access to challenging climbing apparatus. They benefit in developing an awareness of the effects physical exercise has on their bodies as staff skilfully introduce stretching exercises to warm up their limbs and discussions about their heart rates quickening as they run, jump and exert their energy. Children rest and are active in accordance to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

This well run and effectively monitored pre-school gives high priority to children's safety and welfare. Security systems are robust. For example, staff stand on door duty to sign children in and out at the beginning and end of the session. Visitors to the premises are required to verify their identity and to sign in the visitor's log-book. They remain supervised for the duration of their visit. Exceptional staff deployment ensures children remain the primary focus of care. For example, staff work to their assigned responsibilities locating themselves to specified areas of the hall and outside where appropriate. Although they undertake their identified tasks, cohesive

team work and intuitive practice ensures constant monitoring and vigilance of the children throughout the session. For example, staff recognise the decrease in the number of children inside, therefore move with the flow of the children outside, to ensure ratios are consistently upheld. Practitioners help keep children safe in the pre-school and on outings because they fully understand and rigorously comply with written health and safety protocols.

Children demonstrate a strong understanding of staying safe. They know to be respectful of the pre-school and to adhere to the group's rules in relation to appropriate codes of conduct. For example, they know not to run inside as this is a confined space where they may bump into another child or furniture located within the hall, hurting themselves or another child. Children are highly attentive to the direction of adults. For example, they listen well to staff when gaining instruction of how to use a new piece of equipment. They acknowledge how to position themselves, checking with staff so that they do not fall out or scrape their limbs when spinning themselves around in the 'giant top'. Children know what to do in the event of an emergency as their fire evacuation plan is practised at frequent intervals throughout the term.

Children access an extensive range of high quality, developmentally appropriate resources, which are well organised to encourage independent access. Although the group have to set up and clear away at the beginning and end of most sessions they are very careful and conscientious of rotating equipment through their planning systems to ensure variety and coverage across all developmental areas. This includes provision both inside and out.

Staff protect children well. Strong recruitment and induction procedures ensure that adults are suitable to work with children. This includes experience, training and vetting checks. Children remain the primary focus of care in this well organised and managed setting. Staff are vigilant in their practice and are confident in their knowledge of child protection, reporting concerns promptly and appropriately. Open relationships between home and the pre-school ensure that children's needs remain the single most important factor. The child protection coordinator ensures that procedures are up-to-date and that staff understand their responsibilities in line with the Local Safeguarding Children's Board procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thrive in this inspirational and innovative setting where confident and competent early years practitioners support children through their learning journey in a purposeful and creative manner. Exceptional consideration is given to the topic theme; the lay out of the environment and the opportunities across each area of learning. Children are truly encouraged in taking a lead in the development of their skills which staff purposefully expand and develop to ensure maximum impact. For example, children share an interest in a book about space, exploring the concept of 'gravity' through discussion and practical example. Staff have a sound knowledge of the 'Birth to three matters' framework and are using their knowledge of this and the Foundation Stage Curriculum to build on, as they transfer their current structures across to the Early Years Foundation Stage components.

Nursery Education

The quality of teaching and learning is outstanding. Children are highly interested and keen to learn. They are captivated and inspired by an extensive range of stimulating, relevant activities related to their needs. They independently access an extensive range of well chosen resources which support their learning across all areas of the Foundation Stage. All children are eager to

learn, self-assured in their play and confident to try new experiences. They listen intently to stories and join in enthusiastically with the sharing of news at registration and the singing of songs at the end of the session. Children readily use marks to represent their ideas and older children are adept at writing their own names. Children are highly imaginative. They make sense of the world around them as they observe and record the weather patterns of the week and reflect on the differences of each season, such as the summer sun being warm whilst the winter sun is cold. Children excel at creating original, individual art work. For example, they select different types of materials to make a Dragon for Chinese New Year. Children actively participate in their own learning. For example, they bring items from home linked to the current topic theme. Children count as part of the daily routine and calculate in practical situations such as during snack time. They gain regular opportunities to develop their physical skills such as through access to the garden, equipment that promotes challenge and adult-led movement to music sessions. Children learn about the importance of preparing their bodies. For example, they stretch their limbs in preparation prior to undertaking physical exercise.

Practitioners have an extremely sound and secure knowledge of the Foundation Stage. Highly detailed plans provide an excellent balance across all six areas of learning. Children access a extensive range of practical activities, which are well-planned and exceptionally well-executed. Right from the start, staff find out about children's skills interests and needs and effectively build on this information to help children achieve as much as they can. A flexible approach to planning and an excellent balance between adult and child-led learning allows children to learn at their own pace. Staff are very perceptive to children's interests during self-initiated play and use questions very skilfully and successfully to challenge children's thinking and language skills. They plan first-hand experiences that help children take the next step in their learning. Highly effective planning, observation and assessment for older children builds on the Foundation Stage Curriculum and interlinks positively with children's progression and achievement.

Helping children make a positive contribution

The provision is outstanding.

Children from a variety of ethnic backgrounds and children with learning difficulties and/or disabilities are warmly welcomed in the pre-school. Practitioners ensure that the resources positively represent the children who attend as well as individuals from the wider community. This helps children develop a positive attitude to others. Highly skilled staff implement excellent systems to ensure that children with specific needs receive appropriate support in the setting. This enables them to join in with all activities and make very good progress given their age and starting points. Children are extremely well behaved and very polite in response to the consistent expectations of caring practitioners. Children take turns and show concern for others. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children who receive nursery education is outstanding. Practitioners are conscientious and welcoming to parental input. There is a wealth of information which is easily accessible which includes general care and educational literature. Parents value the openness and honesty of staff. This supports the appropriate sharing of information in sensitive situations. Parents are highly complimentary about the level of service provided. Staff encourage parents to actively contribute towards individual assessment records. Therefore, children benefit from a two-way sharing of information between parents and practitioners to enhance their learning. This underpins their progress in the setting and consequently their ability to fully contribute to the provision.

Organisation

The organisation is outstanding.

A highly supportive committee, positive working relationships with the local community school, sound and detailed documentation and a committed and dedicated staff team ensure that children benefit and enjoy their time at this provision. Staff are exceptionally skilled and competent in their childcare practice. They demonstrate a real affinity with children. They use their wealth of experience and their childcare training to provide a wide range of practical and stimulating learning opportunities. The pre-school has clear self-evaluation procedures and works closely with external agencies to develop and enhance their practice. For example, they are currently working with their qualified teacher input, to enhance further current assessment and planning structures in readiness for the transition to the Early Years Foundation Stage.

The leadership and management of the nursery education is outstanding. Planning and assessment systems are superb, appropriately detailed and ensure a clear focus to secure and progress children's learning. The group continue to access qualified teacher input for their educational provision to enrich and support them in reviewing their systems and the quality of their curriculum. Children benefit from the exceptional range of practical activities and guidance of staff who continually draw and make exceptional regard of incidental learning basing their emphasis on learning through play. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the pre-school were required to review documentation to ensure registers denote times of arrival and departure of staff and children, that policies are updated to include a procedure for the sick child; lost or uncollected child and allegations being made against a staff member. All records are periodically reviewed and updated through regular team and committee meetings to ensure they remain compliant with current legislative guidance. Lastly they were required to ensure that Ofsted is informed about any changes to the person in charge. The pre-school are aware of their regulatory responsibilities and ensure these are upheld with the utmost integrity.

At the last nursery education inspection the pre-school were required to further develop opportunities for older children to solve simple problems. Children benefit as exceptional consideration is given to mathematics with plentiful opportunities to problem solve in both planned and unplanned ways.

Complaints since the last inspection

Since the last inspection Ofsted has received no complaints.

The provider is required to keep a record of complaints that parents can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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

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