

# Lavington Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	145918
<b>Inspection date</b>	08 November 2007
<b>Inspector</b>	Rosemary Davies
<b>Setting Address</b>	Dauntseys Aided Primary School, Sandfield, West Lavington, Devizes, Wiltshire, SN10 4HY
<b>Telephone number</b>	07730285998
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Lavington Pre-School
<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?

West Lavington Pre-school first opened over 30 years ago as a playgroup, moving to its present location in 2004. It is managed by a voluntary committee and is a registered charity. It operates from its own mobile building in the grounds of Dauntsey Aided Primary School in the village of West Lavington, Wiltshire. Children come from the village itself and surrounding rural area. Children use two playrooms, with access to a secure outdoor play area and some use of the school grounds.

The pre-school opens for five week days during school terms. Sessions run from 09.00 until 12.00 and from 12.40 until 15.15, with an optional daily lunch club. The pre-school is registered for full day care but children attend for a variety of times and sessions. There are currently 40 children from two to under five years on roll. Of these, 27 receive funding for nursery education.

The pre-school employs seven staff who work directly with the children, of whom three have appropriate early years qualifications at Level 3 or above. Regular support is received from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's good health is maintained well when in this pre-school. Children use clean premises, with staff maintaining cleanliness carefully throughout sessions. The potential dangers of cross-infection are minimised effectively as staff follow stipulated procedures. They keep resources and equipment clean and maintain good hygiene in the kitchenette. Parents and carers receive clear guidance as to when they should keep their children at home and of which illnesses the pre-school must be made aware. Children are cared for appropriately if they become unwell when in the pre-school's care because staff keep their first aid skills up to date. They monitor the contents of the first aid box to make sure this is always properly stocked.

Children eat a diverse range of healthy snacks, which are freshly prepared daily. They are not encouraged to help with this, so do not learn about why some fruits must be washed, for example. However, staff help children understand which foods are healthy for them. Staff are careful to provide foods suited to children's individual requirements. Some children bring packed lunches to sustain them through the day. Perishable items are refrigerated to keep them fresh. Other children enjoy a healthy cooked meal, freshly prepared in the school kitchen. Staff follow proper procedures to ensure these meals remain covered hygienically and are at the right temperature when served to children. Children help themselves to fresh drinking water as they wish. All children learn good personal hygiene routines.

Children benefit from outdoor exercise sessions daily, whatever the weather. They participate in a good range of activities that develop their physical skills well, such as learning how to throw and catch balls. Individual teaching helps younger ones to 'watch the ball' and hold their hands together. Older children use the extensive range of equipment in the adjacent school grounds. This provides suitable challenge to athletic and more coordinated children.

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

The provision is good.

Children use suitable premises. Staff make the playrooms most welcoming and child-friendly, with attractive displays of children's work and eye-catching posters. Children move around freely, choosing readily from the many resources stored at low-level. The room is not set up to help children be fully independent in their learning, particularly those funded for nursery education. Children do not know where to place their drawings when completed and the drying rack for paintings is inaccessible to them. The premises are not designed so as to allow children choice about whether to play outside or indoors during sessions. Nevertheless, staff provide some resources for outdoor learning, other than those for physical play, which children use for a short time. Children choose from a wide range of good quality resources and equipment indoors, which staff maintain in appropriate condition.

The premises are secure; visitors cannot enter unchallenged. Staff supervise children closely at all times. Children play in safety because staff understand, identify potential risks and minimise these well. They follow written procedures closely, such as completing daily checklists. They undertake risk assessments for any outings in the locality. Effective fire prevention precautions are in place. Children practise the emergency evacuation procedure regularly, so know what to do in such circumstances. Children develop their understanding of how to keep

themselves safe. They learn to carry water carefully to prevent spillages and discuss the dangers of fireworks, for example.

Child protection forms part of the induction procedure for new staff. Staff take refresher courses to keep their knowledge updated and are clear on their roles and responsibilities safeguarding children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children enjoy their time in this pre-school. Staff make effective use of guidance documents to plan suitable, interesting activities for those under three years. All children learn through practical, exploratory play, having fun as they do so. They discover how glitter shakers work, that glue makes things stick together and that bubbles can be blown around. All areas of their development are supported well. Staff take a flexible approach and frequently adapt or change activities to follow the children's lead. In this way, learning is matched well to individual requirements and children's current interests.

Relationships between staff and children are extremely good, with staff being very caring towards the children. They provide excellent individual support for children who are new to the pre-school. Children's welfare needs are met well overall. However, children do not make their own decisions about when to eat their snacks, so their nutritional needs are not necessarily always met.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress towards the early learning goals of the Foundation Stage. This is because staff have a thorough understanding of the requirements for this period of children's learning. Consequently, they plan a stimulating programme of activities and experiences that spark children's interest and curiosity. Learning is closely matched to individual children's needs, as staff observe children closely and plan what they need to learn next after assessing their progress carefully.

Children develop a strong sense of community, looking to find their older friends or siblings in the school playground and greeting teachers they know. Children thoroughly enjoy making their own decisions about what to do and who to play with. However, their play is interrupted too often by whole-group sessions and some time is wasted. An example is that children queue altogether to wash their hands. Nevertheless, the quality of children's play is good, with staff using pertinent questioning to encourage thinking and challenge children appropriately.

Children progress well in all six areas of the Foundation Stage. Progress in their communication, language and literacy is particularly noteworthy. Children listen avidly to clearly read stories, joining in enthusiastically with familiar refrains and pointing out that some words all begin with the same sounds. They know a good range of nursery rhymes by heart and most children recognise their names. They begin to understand that marks convey meaning and many already try to 'sign' their own pictures. They develop an effective pencil grip through using a wide variety of tools and equipment that help them gain control of their hands and fingers, such as when sewing and threading. This underpins eventual handwriting very well.

Children learn about early mathematics as they play, counting out cups of flour, salt and water as they make playdough, for example. Staff support them well as they try to make puzzles,

solving the problems of how these fit together. They show their developing understanding by using some early mathematical vocabulary accurately, such as 'big' and 'small'. They learn about the world through exploring made and natural materials. Children delight in using their imaginations in pretend play making up stories of their own, with helpful support from staff. They use a wide range of materials and media to represent their experiences, creating firework paintings and model 'rockets'. Children's self-chosen play is purposeful, worthwhile and thoroughly enjoyed.

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

The provision is good.

All children are welcomed warmly into this friendly pre-school. Staff recognise that sometimes children have additional needs. They undertake appropriate training so they know how to support such children when needed. Every child is treated as an individual and included in activities. Staff help children begin to understand that families differ and have different special celebrations.

Children behave extremely well because they enjoy their experiences and know what is expected of them, as staff give clear directions. Staff take a consistent, positive approach frequently praising children's creations and contributions, which boosts self-esteem and confidence. Children's spiritual, moral, social and cultural development is fostered.

Parents speak highly of the pre-school. They receive a varied range of useful information about what the pre-school offers their children. They are very well informed as to their children's progress in the Foundation Stage of their education and their daily activities. They receive a suitable range of ideas as to how they may support their children's learning at home. The partnership with parents and carers is good. It contributes well to children's progress.

### **Organisation**

The organisation is good.

At the time of this inspection, the new supervisor had been in her role for four days only. Despite this short period, several positive changes have been made to the way in which the pre-school operates, such as improved collection routines. The supervisor is well aware of her position as a role model to staff and her responsibility to monitor the implementation of policies and to evaluate the pre-school's performance. Her verbal appraisal of this accurately reflects the pre-school's achievements and identifies where it needs to improve. She is aware of the need to alter how children's snack time is managed, for example. Very good support is given by an active management committee, which oversees the regular review of the pre-school's policies and the appointment of suitable staff.

All legally required documentation is in place and kept most methodically and with due regard to confidentiality. An exception is the complaints log, where confidentiality requirements were not met but which had been changed to be suitable by the end of the inspection. An appropriate operational plan underpins the smooth and efficient daily running of the pre-school.

The leadership and management of nursery education are good. The supervisor provides clear leadership to the staff team. All work together to cover activities throughout the premises, effectively. The staff take and act on advice from outside professionals, showing a clear commitment to evaluating their practice and improving what is offered to the children. This includes staff seeking to improve their own knowledge through gaining relevant qualifications.

The new supervisor is aware of shortcomings in the arrangement of the main playroom. There is a clear vision for the pre-school's development. The setting meets the needs of the range of children for whom it provides.

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

At the last inspection, the quality of care was judged as inadequate and the pre-school was set an action relating to maintaining children's good health. New documentation has addressed this issue successfully, so that the care of children has improved. Two recommendations were made too, relating to the assessment of children's abilities and to developing their awareness of the diversity of the wider world. Staff have addressed both issues by instigating an additional meeting with parents and the planning of experiences to reflect the diversity of modern life, so that children become aware that families have differing customs.

### **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 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 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):

- reconsider daily routines to ensure children's individual nutritional requirements are met

#### **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):

- reconsider session structure to ensure children are always engaged in purposeful activity and fully encouraged as individual learners.

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)