

Ascott-under-Wychwood Pre-School

Inspection report for early years provision

Unique Reference Number	133471
Inspection date	08 November 2007
Inspector	Bridgette Williams
Setting Address	Tiddy Hall, Shipton Road, Ascott-Under-Wychwood, Chipping Norton, Oxfordshire, OX7 6AZ
Telephone number	07968 006451
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Registered person	Ascott-under-Wychwood Pre-School
Type of inspection	Integrated
Type of care	Full day 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 good.

WHAT SORT OF SETTING IS IT?

Ascott Under Wychwood Pre-School opened in approximately 1970. It operates from Tiddy Hall in the village of Ascott-under-Wychwood near Burford in Oxfordshire. A maximum of 26 children may attend the pre-school at any one time. The pre-school operates nine sessions a week during school term times, of which two are preparing for school sessions. The pre-school supports the toddler group for children aged under two and a half years in the village. All children have access to a secure enclosed outdoor area.

There are currently 51 children from two to five years on roll. Of these, 31 children receive funding for nursery education. Children come from a wide geographical area.

The pre-school employs seven staff. Six of the staff hold an appropriate early years and or teaching qualification. One members of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean bright environment. They are starting to develop some of their personal independent skills, such as visiting the toilet and they have an awareness of the importance of washing their hands, for example, 'to get rid of the germs'. But the development of their self care skills are limited as children are unable to independently collect their own coats.

Snack time is used as a sociable event, children enjoy sitting together talking to their friends. They receive a healthy range of snacks and drinks, these include a variety of fruits, savoury biscuits, milk and water. This encourages children to develop healthy eating practices.

Children have immediate access to first aid treatment in case of an accident as staff have first aid training. However, there is a risk of cross contamination as staff do not consistently wear gloves when treating minor cuts and injuries.

Outside children have lots of fun developing their physical skills, they use a wide range of equipment including, bikes, scooters, climbing frames and balance beams. This contributes to a healthy life style.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are warmly welcomed by staff, the hall is bright and stimulating for children. Their work is displayed on boards which are at child height, this provides the opportunities for children to be proud of their work thus developing their self esteem. A combination of furniture is used to provide opportunities for children to relax and play, such as cosy cushions in the book corner and tables for play dough. The specially designed child sized computer trolley enables children to sit as a group taking turns on the computer.

Regular fire drills help children become familiar with the procedures so they learn to leave the premises quickly and safely. Risk assessment procedures are in place for both indoors and out, however, staff do not always follow these procedures which results in some outdoor areas not being checked before the children start to play.

Sound procedures are in place for the safe arrival and departure of children, with parents being responsible for signing their children in and out on a main register. Staff monitor the doors while children arrive and when going home to contribute towards their safety. The setting has a lost child policy but no uncollected child policy. This is a breach of regulation.

Staff have a very sound knowledge of child protection issues and know how to proceed if they have any concerns about a child in their care. This supports children's well being.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the setting happy and contented. They are aware of the routines and settle quickly, they are interested in the activities available and spend time concentrating on self-chosen activities. For example, painting freely at the easel, playing with the dolls house

and exploring the different textures within the pink sand. Children relate well to staff and to each other. They confidently approach staff for support indicating good trusting relationships.

Nursery Education.

The quality of teaching is good. Children benefit from staff having a good knowledge on how young children learn. They ask good questions to stimulate thought and challenge children, for example, 'where are all the pebbles?' Children enthusiastically respond with 'they're on top of the tyre'. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner that cover all six areas of learning. Staff make regular observations and record achievements in children's profiles. Each individual child has a book containing work they have completed which is dated to show their progression. However, not all staff use their observations effectively in planning the child's next step of learning.

The learning environment is bright and stimulating. Staff organise the space available to its full potential and use the outside area in a combination of ways to allow different skills to be developed. Bikes and trikes are used on the paved area and when the side garden is used children are able to freely move between activities organised both inside and out. Children enjoy listening to stories independently on the tape recorder with their friends and are able to predict what is about to happen in stories read by staff. Children see mark making for different purposes, such as recognising their name cards when entering the pre school. Some children are able to write their own names and trace patterns, however, there are few opportunities for children to experiment with mark making in their free play. Children can count confidently and are starting to recognise some numerals. They confidently apply their knowledge to every day situations, such as counting how many children are at their table at snack time, and checking they have been given the correct number of biscuits to hand out to their friends. Children are confident in using information technology. They demonstrate good mouse control when playing games on the computer. Children have many good opportunities to use their senses and explore a varied range of materials in their outdoor wooded area. These include exploring the different textures of soil, wood chippings and leaves. Children express themselves creatively through a range of mediums, they paint freely and make collages using materials that are easily accessible within the craft area. Children enjoy going to cooking club where they enjoy making their own recipes, such as delicious leek and potato soup and blackberry pie. Their finished products are taken home for families to try.

Helping children make a positive contribution

The provision is satisfactory.

Staff encourage children to develop their self care skills by making toys and resources easily accessible. Children confidently choose their toys from the trolley. They are clearly aware that when they hear a piece of music, it is time to tidy up, as they confidently tell their peers 'tidy up time!'. All children participate in the process and are very proud of their achievements. This is reinforced by staff who provide lots of praise and encouragement to promote their self esteem.

Children learn about diversity through celebrations from different cultures, access to toys and resources which reflect positive images. Girls and boys have equal opportunities in their play. Children with learning difficulties are well supported within the group by staff. They work with parents and outside agencies to provide the support necessary. Spiritual, moral, social and cultural development is fostered.

Staff are consistent in their approach to behaviour management and use appropriate strategies, according to age and stage of development. As a result children are gaining a good understanding of right and wrong. For example, one child expressed that it was not nice to turn the tape recorder off when listening to the story.

There is a written procedure in place for recording and dealing with complaints. However, in the absence of the registered person or manager, the record of complaints is not accessible for inspection. This is a breach of regulations.

The partnership with parents is good. Parents report that they are very happy with the setting and find staff very approachable. There are both formal and informal systems in place for staff and parents to share information about children's individual progress and development. This enables parents to contribute to children's learning at home. Staff display a copy of their plans for the week on the parents notice board in the main hall, news letters are sent home to inform parents of forthcoming topics. This good two way flow of information ensures continuity of care.

Organisation

The organisation is satisfactory.

Room is well laid out, staff make good use of daily floor plans to inform parent helpers how the hall and outside is to be set up. The key worker system ensures children receive appropriate support and care throughout the session. The staff are supported by parent helpers, this ensures that mandatory ratios are well maintained. There are policies and procedures in place to safeguard children, although not all are fully implemented.

Leadership and management of the group are good.

Staff have regular meetings to discuss the effective implementation of the curriculum. There are long and medium term plans in place which they use effectively to inform their weekly and daily plans. Regular appraisals identify training needs, staff are committed to further training to aid their professional development and enhance the care and education they provide. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting agreed to: inform parents that policies were available to them; provide opportunities for parents to access written progress records of their child; review all policies; develop snack time; put systems in place to record children's next steps of learning and to inform parents of forthcoming topics.

In response the setting have reviewed most of their policies and parents are aware that they are available for viewing. However, the group are in breach of regulations. Snack time provides opportunities for children to develop social and mathematical skills which they thoroughly enjoy. A system is in place to indicate the children's next steps of learning and staff inform parents of forthcoming topics in a news letter.

Complaints since the last inspection

Since the last inspection the setting have had one complaint. The complaint in December 2005 related to Standard 14 regarding not informing Ofsted of a significant event. The provider was

asked to investigate, as a result to the response a warning letter was sent to ensure compliance of the National Standard. The provider remained qualified for registration.

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):

- ensure complaints legislation is fully implemented
- devise a policy for uncollected child
- ensure policies are reflected in practice
- provide opportunities for children to develop their independence by making their coats accessible to them

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 opportunities for children for mark making in free play
- continue to develop existing assessment and observation systems.

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