

The Grange Pre-School

Inspection report for early years provision

Unique Reference Number	224206
Inspection date	27 February 2008
Inspector	Jane Muriel Laraman

Setting Address	The Grange Infants & Nursery School, Bainbridge Green, Shrewsbury, Shropshire, SY1 3QR
Telephone number	01743 461180
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Registered person	The Grange 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

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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?

The Grange Pre-School opened in 1992. It is run by a voluntary management committee and has shared use of a demountable building within the grounds of The Grange Infants and Nursery School in Shrewsbury, Shropshire. The nursery school, which is run by the local authority, uses the premises each morning between 09.00 and 11.30. The pre-school is open on Monday to Friday, in the afternoons from 12.30 to 15.00, during school term time only. A maximum of 32 children under the age of five years may attend the pre-school at any one time. Children may attend for up to five sessions and mainly live in the surrounding community of Harlescott Grange. All children share access to a secure outdoor play area and may also access the school grounds at agreed times.

There are currently 23 children aged from three to under five years on roll, all of whom receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school management committee employs four members of staff and they all hold appropriate early years qualifications. They receive support from the local authority and are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being very well cared for in a warm, clean and well-designed environment, where they play with clean, suitably maintained toys and resources. Clear information is sought on registration forms prior to each child's first attendance at the pre-school and this ensures that staff are well informed about children's medical needs, nutritional preferences, allergies and any special requirements. This information is regularly reviewed to ensure that it remains accurate and it is used to provide appropriate care. Children's good health is effectively promoted and maintained because staff consistently follow established health and hygiene routines, to a high standard, in order to keep the premises and surrounding environment very clean. For example, tables are wiped in between activities and before snack times, using antibacterial sprays and disposable cloths. Floors are swept and mopped as required, toilets are regularly monitored to ensure cleanliness and the outdoor play area is cleared of any debris or animal excrement before being accessed by the children. There is an ample supply of tissues, liquid soap and paper towels available for the children's use. Staff have regard to very good hygiene practice when changing nappies. However, the practical arrangements are not ideal, due to the changing mat being placed on the floor in the disabled persons' toilet area, and this can cause discomfort at times. Written policies and procedures underpin the healthcare practices demonstrated by the staff throughout each pre-school session.

Staff teach and remind the children about good health and hygiene routines from the time that they first start attending the pre-school. They promote good practice through successful role modelling, topic work, routine activities or discussion. As a consequence, children are learning to take responsibility for their own personal hygiene and begin to develop independence in their self-care routines and skills. Many of the older children deal with their own care needs without prompting and visual poster displays in the toilet area remind younger children of the tasks to follow when they visit the toilet. They develop confidence in their self-care abilities as the staff encourage them to look at the pictures and say what they have to do next. Most of the older children understand why it is important to observe sound hygiene practice and are able to explain the reasons for washing and drying their hands carefully. For example they say, 'You have to dry your hands or they will get sore,' or 'We have to wash the germs away.' Children wash their hands after using the toilet, after messy play, after playing outside and before eating food. They help themselves to tissues to blow their noses and they often place their hands in front of their mouth if they cough or sneeze. Staff encourage the children's self-care skills by praising and congratulating them when they remember routines without being reminded.

In the event of accidents, children are treated by staff who all have up-to-date paediatric first aid qualifications and access to a well-stocked first aid box. The required accident records are completed accurately and in a confidential manner. A medication administration policy and record system is in place to ensure that any associated requests, relevant information and actions taken are correct and appropriately recorded. This means children's welfare is safeguarded and their parents are kept fully informed. Clear, well-written policies, contracts and good relationships with parents ensure individual children are cared for sensitively should they become ill whilst at the pre-school. Parents are appropriately informed that sick children

cannot be admitted to the provision. Information about infectious diseases and exclusion times is prominently displayed on the notice board in order to provide clarity. As sick children are excluded until they are well, this helps to reduce the risk of cross-infection in the setting.

Children enjoy a varied range of healthy, nutritious snacks, including fresh fruit, wholemeal toast, raw vegetables and salad items. They eat carrots, celery, oranges, apples, raisins, grapes, bananas and often sample some exotic fruits such as mango, pineapple, lychees or water melon. Snack times are very pleasant social occasions and children's independence is very well fostered, as they assist in the preparation and serving of their food and drinks. For example, they chop up their fruit and salad items on mini chopping boards and they use individual plastic juicers to squeeze and strain fresh orange juice. Some children add water to their juice, or they drink plain water or milk, which they usually pour for themselves, assisted by the staff if necessary. Water is available throughout the session for children to independently access whenever they are thirsty. Children are learning about healthy lifestyles and about foods that are good for them through planned topical activities about healthy eating. They also see attractive poster displays around the pre-school room, then recall and count the amount of fruit and vegetable items they eat, as they know about eating 'five a day'.

Children share a very well-resourced outdoor play area with the nursery school and there is a very strong emphasis on using the facilities as an outdoor classroom. All children benefit from the access to fresh air and healthy exercise that they enjoy in the play area each session, with many children staying outside for substantial periods. They play outside in most weather conditions and enjoy rainy days when they wear their Wellingtons and waterproof clothing. As raindrops fall, they count the marks some of the giant rain spots make on the playground and they splash in puddles. Staff plan and provide a good variety of activities that enhance and promote children's physical development and contribute towards their good health by developing their muscles, physical skills, body control and co-ordination. Pre-school children move actively around the outdoor play area, using wheeled toys, hoops and balls. They learn ball skills and develop their sense of space, as they run about or pedal cars around their roads and park them in numbered bays. They are well supervised and take appropriate risks through tackling and clambering on the climbing frame. Their dexterity is developed as they balance on the balancing beams or use the other static adventure play equipment which is available. Through playing energetic games, children are developing their skills of throwing and catching, hopping, balancing, skipping, running and jumping. They play co-operative games, for example, when they use the parachute. This develops their understanding of sharing and turn taking. Outdoor activities such as walks around the school playing fields and nature area give them further opportunities for exercise. Children are developing positive attitudes towards physical exercise and a growing awareness of how it can help them to stay healthy because staff make very good references to this fact. Following energetic outdoor and indoor play, all children participate in a well-planned daily relaxation exercise, where they lay down and listen quietly to specialised CDs of gently spoken voices and calming music. This helps to settle and prepare them for snack time and more focused activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are very well cared for in a safe, stimulating and well-maintained environment. They are greeted warmly by friendly, cheerful staff and enjoy a welcoming, familiar atmosphere, where they are happy, relaxed and secure. Bright, colourful displays of the children's art and craft work create an attractive learning environment, where children develop a sense of pride in their creative achievements, as they can see that their artistic efforts are valued. Vibrant

educational posters, number lines, alphabet friezes and pictures of characters from children's nursery rhymes or story books also help to create visually pleasing surroundings. Staff organise the available space, furniture and equipment effectively to enable children to move freely, safely and independently between different activities and play areas. Children enjoy using a very good variety of high quality toys and play equipment and they are able to reach these resources safely, as they are mainly stored at child-height. This encourages them to make their own choices and develops their curiosity and independence. Children benefit from mutually supportive arrangements to share and exchange use of toys, equipment and resources with the nursery school class. There is very good professional communication and respect between the staff of both groups, which is a particular strength in this setting.

Positive steps are taken to ensure the safety of the children. Staff are fully aware of their roles and responsibilities with regard to maintaining the safety and welfare of all the children and they follow detailed guidance and policies. These well-written documents cover relevant aspects of health and safety and staff consistently apply the required procedures in their childcare practice. Staffing levels are good, ensuring a high level of support and vigilant supervision for all children. Comprehensive written risk assessments and safety checklists are in place and visual checks are routinely carried out and used to identify any potential hazards to children. Risks of accidental injury to children are effectively minimised through using these risk assessments and staff take immediate action, when required, to ensure the environment is kept safe. When planning activities for the children, staff consider any safety issues that might arise, so that they can be addressed effectively. Regular fire drills are carried out to ensure that all staff and children are aware of what to do in an emergency situation and fire safety equipment is checked annually to ensure its continuing suitability.

Children begin to understand about safety issues during planned and spontaneous activities and through some very effective adult interaction. Staff provide explanations as to how they can keep themselves safe and talk to the children about how to play with toys and equipment safely. Children are encouraged to tidy away toys to prevent accidents from occurring and are challenged to think about how to play without injuring themselves or other children. They begin to appreciate that there are rules and boundaries in place to keep them safe. They understand that they should not run when inside the pre-school room in case they fall, bump into others or hurt themselves. This helps them to develop their understanding of potential hazards and so they learn to take responsibility for themselves and look after others.

Access to the premises is very carefully monitored and there are clear procedures in place for the collection of children by named adults. Consequently, children are well protected. All members of staff have been carefully vetted and they have a very good awareness of child protection issues. This is because they have all regularly updated their child protection training and are fully conversant with the Local Safeguarding Children Board guidance. Staff clearly understand their roles and responsibilities for protecting children, in line with this guidance and the pre-school's written policies and procedures, which are shared with parents. All staff know the types of abuse and are aware of the possible signs and symptoms of abuse or neglect. They are alert to any unexplained injuries to children and have systems in place to record any existing injuries. Telephone numbers of the relevant agencies are readily available to ensure that any concerns can be reported expediently should any concerns arise. As a result, children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and secure at the pre-school. They clearly enjoy their time at the setting and benefit from the warm and caring relationships that are evident within their environment. Staff know the children very well and gain information about children's care needs and preferences through using relevant documentation and an effective key person system. Children develop confidence in making their needs known, as they can be sure of a friendly response from their carers. Staff praise children's achievements, using encouraging words, smiles and nods, so that children feel relaxed about trying to do new things for themselves. The positive interactions they experience with the staff help children to develop a sense trust, self-worth and belonging.

Younger children are beginning to form good relationships with their peers and they enjoy watching and learning from their older friends as they play happily alongside them. Children are well-occupied and interested in the purposeful activities that are available, which offer a balance of self-chosen and adult-led tasks. Staff interact sensitively with the children as they develop their self-initiated play and gain confidence in making their own choices. Staff are also sensitive to the younger children's developmental needs and they are using the 'Birth to three matters' framework to plan and deliver a programme of suitable activities for children under three years of age. They are able to tailor these activities to facilitate children's individual progress. The staff observe children's play regularly, making appropriate notes of what they know and can do, assessing their understanding and deciding what they need to learn next. Current planning systems are flexible and accommodate adapting plans to include the needs of individual children.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge and understanding of the Foundation Stage of children's education and a good appreciation of how young children learn effectively. There are suitable systems in place for finding out from parents and carers about children's developmental starting points on entering the pre-school and children are supported and grouped appropriately. Children's learning is promoted through carefully planned and well-organised topics and activities, designed to stimulate and develop children's curiosity and interest. Staff use a variety of teaching methods and resources to meet children's differing learning styles and they plan a balanced programme of meaningful activities that build on children's interests and what they know. Plans cover all six areas of learning, identify key learning objectives and are linked to specific 'stepping stones' towards the early learning goals. Staff know the children well and ensure those requiring more assistance are given lots of opportunities to develop and improve their skills. Children are encouraged to think for themselves and develop their skills through both planned activities and child-initiated play. This allows children to pursue their own interests and learn at their own pace. Staff are enthusiastic and ensure children get the most out of activities. As a result, children are making steady progress in all areas of learning, given their starting points. Staff use their observations, evaluations of activities and assessments of children to track children's progress and this information links into planning for the next stage in their development and learning.

Children's personal, social and emotional development is particularly well promoted in the setting. This is because the staff place a very strong emphasis on personal, social and emotional development. They recognise and understand that this approach underpins children's ability to fully participate successfully in all other areas of learning. Children usually separate happily

from their parents and carers and are developing good levels of independence in selecting and carrying out activities. They are showing curiosity and interest in the resources and play opportunities that are available to them, as they persist and concentrate for extended periods of time in their chosen activities. Children have become increasingly independent when dealing with their own physical and personal hygiene needs. For example, they put on their coats by themselves to keep warm before going outside. Older children also help the younger children to get ready for outside play. With the help of staff, they are becoming aware of the needs of others and are learning to understand right from wrong.

Satisfactory progress is being made by the children in communication and language development. They are able to hold some meaningful discussions with each other, using their developing descriptive language to express their feelings and ideas. Language and communication skills are further developed as a result of the staff engaging children in lively conversation and asking open-ended questions. Good use is made of 'circle time' to encourage children to share news by talking to the whole group and they begin to learn the concept of listening to each other and taking turns to talk when they join in at this special time. Children are beginning to link sounds and letters because staff have a letter of the week and discuss with children the sound the letter makes. Children then suggest words beginning with this sound. Staff have introduced the use of some simple sign language to enable children to experiment with both verbal and non-verbal means of communication.

Children thoroughly enjoy having stories read to them and listen intently, showing excitement and pleasure by joining in with familiar parts of their favourite stories such as, 'Eat your peas'. They respond enthusiastically to the story telling skills of staff, who use various visual aids and props to illustrate stories. This motivates the children's interest in books and they handle them well, looking with interest at the pictures and carefully turning over the pages. They take books home each day to share with their families. Children have good opportunities to begin to recognise written words, as there is an abundant range of labels around the room. For example, equipment boxes are labelled and different areas of the room are labelled. They also have opportunities to recognise their own names by using their registration cards and by finding their name on the labelled coat pegs. Children enjoy mark-making in different activities, with focused activities used to help more-able children practise their letter formation. Writing materials are used for a purpose in their role play, when children write out shopping lists or menus.

Before home time, children reflect on what they have been doing during the pre-school session and what they have learned. A child is then chosen to take home a special friend called 'Beat Baby,' who is a soft toy creation. He goes home with the children on a rotational basis and they draw pictures about him. Their families talk to them about 'Beat Baby,' and write in a diary about their child's adventures at home with him. These experiences are shared the next day at 'circle time' and children enjoy the attention they receive as they talk about their furry friend.

Children use number and mathematical language in their play activities and are beginning to count with increasing accuracy. Counting and number recognition is incorporated very naturally into many of their play activities and day to day routines. They are developing an understanding of numbers for counting and as labels as they see numbers around the room, on posters and number lines. Most of the children count up to 10 and they use the number lines, mathematical board games and number puzzles to help them to recognise and remember numbers. Children hear staff using mathematical language and begin to develop their own mathematical vocabulary. They regularly sort and match items, for example, 'Compare bears', beads and counters, by size and colour. Children correctly use words relating to shape such as triangle, square and circle.

They are able to recognise these shapes when they play with shape sorters or puzzles and they use shapes in their craft activities and talk about them. Children spontaneously use numbers in their role play and they use mathematical ideas to identify or solve problems such as when there are too many children playing in an activity area. Through their participation in number rhymes and songs such as 'Five current buns' or 'Five little ducks,' children are starting to learn about simple addition and subtraction. Children show interest in and enjoy using the available technology in the pre-school and they are learning about space, shape and measurement as they play with sand, water, weighing scales and construction sets.

Children are developing their knowledge and understanding of the world around them through a variety of activities and interactions. They are encouraged to talk about their lives, their families and important events to them such as their birthdays, so they feel special and valued. During circle time, children routinely talk about the days of the week, the month and season. Changing weather conditions are observed and then the children record the changes on a weather board. They also talk about the community immediately outside of the pre-school and describe people who help them such as doctors, firefighters or shopkeepers. The children receive visits from people who live and work in the community and they learn about their work. For example, a dental hygienist visited with 'Mr Shark' and the children were fascinated by the giant toothbrush that was needed to clean the teeth of this rather large model. Children's understanding of different cultures and beliefs is successfully promoted through stories, creative activities and celebrating festivals. Their interest in the natural world, growth and change is also stimulated well. They learn about the life-cycles of living things, for example, how a caterpillar becomes a butterfly and they observe birds and mini-beasts in the garden area. Children participate in gardening activities, where they can plant seeds and then watch how they grow and change over a period of time. They have successfully cultivated peas, cauliflowers, cabbage, runner beans and sprouts. Predictions were made as to how many potatoes they would be able to grow from one plant. Good resources are used by the children to extend their skills in information technology and communication. Children learn about the use of everyday technology as they have access to a computer, tape recorders, digital cameras, a karaoke machine, complete with video screen and programmable toys. They enjoy using simple computer games and programmes to support their learning. Through role play, children also use other toys which represent technology in everyday life such as play telephones, tills and microwaves. Children are inquisitive and interested in how things work. They use tools such as miniature hammers, nails, whisks and magnets. They predict and investigate when playing with sand, compost, bubbles or water and they explore different natural materials such as bark, wood and clay.

Music and movement sessions indoors are effectively used to help children to develop their co-ordination and control by moving their bodies in many different ways. They thoroughly enjoy the physical play activities of dancing, clapping, marching or crawling. Children are enthusiastic when singing traditional nursery rhymes, especially when they are chosen to use the finger puppets or soft toy characters from their story sacks. They have fun participating in action songs such as 'Incy, wincy spider' and show delight when they hear both familiar and new musical pieces. They have regular opportunities to explore sound and play different musical instruments, including multicultural ones. Children use a variety of tools and they access activities which promote development of their small muscle movements and physical manipulative skills. They eagerly participate in art and craft activities using tools such as scissors, paint brushes, cutters and knives in a safe and appropriate manner. Many children confidently use a range of mark-making equipment such as felt pens, paints, pencils and crayons with increasing control. Children also demonstrate their manipulative dexterity when they use play dough. For example, they squeeze, roll, stretch and twist the dough before using moulding tools, cutters

and rolling pins to make various shapes and models. They enjoy threading beads and use a very good range of construction materials to design and assemble structures. This means that they have many purposeful opportunities to develop their physical skills.

Children are learning to express themselves creatively through painting, drawing, model-making, music, dance and imaginative role play. Displays around the pre-school room celebrate children's work and also remind them of past experiences they have enjoyed. For example, opportunities to participate in interactive workshops, with a visiting artist, fire their imaginations and they are inspired to paint and create a 3-dimensional wall display of 'Mamy Wata,' who is a helpful, friendly mermaid. They also link other stories and topic themes to their creative work. Pictures of Humpty Dumpty and Incy, wincy spider, complete with a web, are proudly displayed in the role play area to link with the theme of nursery rhymes. Children use an excellent range of materials and tools to help them to express their creativity. They are inquisitive and enjoy experimenting with different media, for example, paint, water, glue, sand, 'gloop', clay and play dough. They mix paint colours and identify change. They explore texture, shape, form and space in two or three dimensions, as they use recycled materials to make and construct their own imaginative creations. Paper plates and bright red paint are used to make English roses for St George's Day. Last year, they made and sent an 81st birthday card to the Queen and were thrilled to receive a letter of thanks from Buckingham Palace. Children benefit from well-resourced role play areas. They regularly use these areas and are able to incorporate some of their experiences from the community or home. For example, in the home corner they set the table for lunch and pour cups of tea for visitors. They use the outdoor role play areas to set up campsites, barbecues, garages and garden centres.

Helping children make a positive contribution

The provision is good.

Children from all backgrounds and of all abilities are made to feel relaxed and at home in the pre-school because they are valued as individuals by staff and are treated with equal concern and regard. Staff make time to get to know children and their families well, so that the children settle quickly and are secure. The staff sensitively take account of children's different personalities and specific needs when welcoming them into the setting. They listen to children, look and smile at them when they are speaking to show that they are interested in what the children say and do. Consequently, children begin to feel special and good about themselves, which develops their self-esteem. Through being fully included in the life of the pre-school, children develop happy relationships with both staff and peers and they experience a strong sense of belonging in their environment.

Children learn about the diversity of modern life and how people and families differ, for example, in their culture or beliefs, through discussion, thematic topic work and age-appropriate activities. Their awareness of diversity is raised through accessing and appreciating a very good range of resources such as books, multicultural picture displays, jigsaws, dressing up clothes and small world toys. These resources reflect positive images of diversity in society and the wider world. In their topic work, children learn about different cultures, traditions, festivals and celebrations through a range of enjoyable practical activities and experiences. For example, they learn about Harvest, Shrove Tuesday, Chinese New Year, Valentines Day and Diwali and how each festival is celebrated. They sample eating multicultural foods such as noodles, stir-fry, Chinese snacks from a Chinese supermarket, sweet plums and savoury Indian food. During Diwali, children are able to wear authentic Indian clothing and organise a Diwali party. They make 'Happy Diwali' cards, play traditional musical instruments, listen to music, dress in saris and carry out Indian dances. Their creative skills are used to design and make Rangoli patterns. Staff then display

the artistic work and teach the children that Rangoli art is displayed as a sign of welcome to friends. The children remember eating special sweets at Diwali time and they also make their own delicious coconut ice sweets. Children are encouraged to think of ways of helping other people in the world. For example, they send Christmas gifts in carefully wrapped shoe boxes to children in Romania. As the pre-school children access resources and activities that encourage a positive attitude and non-stereotypical view of society, they are able to develop a good awareness of their community and the wider world.

There are suitable arrangements in place for meeting the needs of children with learning difficulties and/or disabilities. Children identified with specific needs can receive a good level of support because the person in charge understands and can implement the relevant code of practice. She has accessed training, has experience in learning difficulties and/or disabilities and is able to work with other professionals involved in a child's care to ensure that appropriate activities are provided which meet the child's developmental needs. As the designated co-ordinator, she also supports her staff and ensures that they monitor, assess, seek advice and work with parents and other agencies in order to facilitate children's progress. Children for whom English is an additional language would receive appropriate care and attention. This is because the staff are able to use external professional expertise and their own knowledge to provide suitable activities and specialist resources.

Strategies for managing children's behaviour are very good, they are age-appropriate and used consistently by staff throughout the sessions. Staff are excellent role models for the children, demonstrating kind, helpful and respectful attitudes. The children are very proud of their 'Smiley Board', which is used by the staff as a visual teaching aid to reinforce children's good behaviour. They were involved in making it by contributing smiley pictures of themselves, taken with a digital camera. Their pictures surround the board and each time they are praised by staff for being helpful, for good behaviour, a special achievement or an act of kindness, they are able to position their picture on the smiley side of the board. They try very hard not to place their pictures on the sad side of the board. Children respond very well to the high expectations of good behaviour and are keen to demonstrate how well they can behave. For example, children take great pride in helping with tasks such as tidying away toys and helping other children. Their self-esteem is raised through consistent praise, encouragement and acknowledgement, which rewards their good behaviour, helpfulness and kindness to others. Each day a child is selected as the 'special helper for the day', raising the child's self-esteem and confidence. As a result of all the implemented positive behaviour strategies, children are developing responsible attitudes and their behaviour is very good. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are respected and made to feel very welcome in the setting. They are provided with some good information about the pre-school through the prospectus, regular newsletters, photo displays and information displayed on the notice boards. Photographs of children enjoying their time at pre-school, which are in folders, give parents an insight into the varied activities which support their child's learning. A brief outline of the nursery education programme, with basic information about the Foundation Stage and the six areas of learning, is available to parents. Various methods are used for encouraging parents to be involved with their children's learning, including the use of home-link diaries and information sheets, which detail the topics and activities the children will be involved in. Children and parents are then encouraged to bring appropriate items into the pre-school from home, therefore, supporting these learning experiences and opportunities. Parents are always welcome to view or discuss their child's progress records, either informally or formally through appointments. However, the staff do not currently encourage parents to make

contributions to their child's formal assessment and development records. This means that some aspects of children's achievements outside of the pre-school may be missed. Parents are encouraged to fill in annual evaluations, which are reviewed and used to improve the setting's service and practice. They are very complimentary about the pre-school and also indicate that they value the friendliness of the staff, all of whom are kind and approachable.

Organisation

The organisation is good.

Children's care, welfare, development and learning are suitably promoted due to the commitment and dedication of experienced, qualified staff. Robust recruitment, vetting and induction procedures ensure that all staff working with children are suitable to do so and this means that children are well protected. The staff communicate with each other effectively and work very well together as a team. They are friendly, kind and considerate and have a shared understanding of the importance of ongoing professional training, as it keeps them up-to-date with childcare information and new ideas. Staff meetings are often used to disseminate training undertaken by each other. The sincere enthusiasm of all staff for creating an enriched learning environment, that captivates, excites and motivates the children, helps to provide a service which is beneficial in ensuring good outcomes for the children in their care. The available space in the setting is well organised and it is used appropriately so that children are able to work, rest and play, both indoors and outside, throughout the session. Good adult to child ratios, suitable deployment of staff, a key person system and the appropriate grouping of children means that they receive a high level of care, attention and supervision. As a result of the warm and welcoming childcare experience they enjoy in the pre-school environment, children are very secure, happy and settled.

All legally required documentation is in place and it is methodically organised. Paperwork is stored securely, which ensures that children's records remain confidential. Staff obtain all required information and necessary consents from parents prior to their child attending the pre-school and the documentation is kept up-to-date. Therefore, children's well-being is safeguarded and they are cared for with respect for parental wishes. Policies and procedures are used effectively to ensure the smooth and efficient daily running of the pre-school and are well-known and consistently practised by all staff, to the benefit of the children.

The leadership and management is good. The person-in-charge and management committee have clear aims for the pre-school and their vision of a homely environment where learning is child-centred is shared with a highly motivated, knowledgeable staff team. The person-in-charge consults with staff and they regularly reflect on their practice and identify areas for improvement and development through using their detailed self-evaluation plan. They seek the opinions and suggestions of parents through questionnaires or discussions, and act upon advice from the local authority and other early years professionals. They share good practice, listen to ideas and implement them into their daily routines and activities. As a result of the management team's monitoring and evaluation, they have a clear view of the strengths and weaknesses of their provision and are proactive in addressing the weaknesses that they identify. The management committee places a high emphasis on staff appraisal and training, with staff well supported in updating their qualifications, knowledge and understanding. Staff are highly valued by the management committee and this in turn helps to maintain a loyal, well-motivated team, thus helping to ensure consistent care for the children.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, to improve the standards of care, the provider was required to: ensure that children have access to drinking water at all times and to ensure that all policies and procedures include all elements as outlined in the National Standards and Guidance.

Since the last inspection, the provider has made sure that drinking water is always available for children to independently access throughout each session and they are encouraged to have regular drinks. This recommendation was acted upon immediately following the inspection. Consequently, children can access a drink of water whenever they are thirsty or hot and this means that they remain suitably hydrated.

In order to address the second recommendation, the provider sought relevant advice and guidance from the local authority and Pre-School Learning Alliance. All policies and procedures were then reviewed, updated accordingly and incorporated into a comprehensive operational plan for the pre-school. The policies and procedures are now sufficiently detailed and fully compliant with the National Standards requirements.

As a result of addressing the two recommendations, children's health, safety and well-being is safeguarded and parents and carers are kept fully informed.

There were no significant weaknesses to report at the last nursery education inspection, but the pre-school staff were asked to consider extending the range of resources provided to encourage children to explore objects that work in different ways for different purposes. The staff responded to the suggestion straight away and they obtained additional technology resources, which continue to be readily available in mobile storage units and in different areas of the pre-school room. This has encouraged the children to spontaneously access and explore a variety of objects and technology equipment. As a result, this has enhanced their knowledge and understanding of the world.

The pre-school staff were also asked to consider improving opportunities for parents to share what they know about their child. The staff introduced a revised admissions form in order to help them establish children's starting points upon entry to the pre-school. They have also introduced an informal home link diary for parents to record information about their child's life and interests outside of the pre-school. This has helped staff with their individualised planning of some activities. However, parents do not currently make many contributions to their child's formal assessment and development records and the staff are planning to address this.

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):

- improve the arrangements for nappy changing.

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):

- develop the existing information for parents on the Foundation Stage of learning and further encourage them to contribute to their child's formal assessment and development records.

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