

# Austrey Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY248547
<b>Inspection date</b>	15 January 2008
<b>Inspector</b>	Sally Elizabeth Lee
<b>Setting Address</b>	St Nicholas Close, Austrey, Nr Atherstone, Warwickshire, CV9 3EQ
<b>Telephone number</b>	07950923671
<b>E-mail</b>	
<b>Registered person</b>	Austrey Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Austrey Pre-School operates from a mobile classroom in the grounds of Austrey Primary School in the village of Austrey in Warwickshire. The setting is registered to provide care for 16 children aged from two to five years. There are currently 19 children on roll, of these 11 are in receipt of funding for nursery education. The setting has use of two play rooms and a small kitchen area that is used to prepare toast and store lunches. The children use the toilets situated within the school building and have access to outdoor play in the school grounds. The group is open term time only, Monday to Friday from 09:00 to 12:55.

There are three main members of staff, all of whom hold an appropriate early years qualification. The setting receives support from the advisory teacher from the local authority and works in close partnership with the school.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children stay healthy because there are excellent procedures in place to guard their health and to protect them from infection. Staff follow these procedures meticulously and are careful to provide good role models. Children are encouraged to learn about personal hygiene from the daily routines of hand washing after toileting and before eating, and the provision of liquid soap and paper towels for the exclusive use of pre-school children in the shared school toilets. Children learn why it is important to wash their hands and eagerly talk about washing off the dirt and germs. Any accidents children may have are dealt with efficiently as all staff are first aid trained. Permission is sought for the administration of medication and accident and medication records are signed by parents which keeps them well informed of these aspects of their child's care.

Children enjoy their mid-morning snack when they sit together to eat their wholemeal toast or fruit and proudly pour their drink of milk or water. They are tempted to try new foods because they are awarded a star on the chart displayed next to that food and they can be seen checking this chart regularly to see how many stars they have gained. Drinking water is available to them at all times which ensures they are well hydrated. Children learn how to make healthy choices because staff ensure they eat the healthy options from their packed lunches first, before having their treats, and talk to them about nutrition. Lunches are stored appropriately in the fridge and there are very strong hygiene practices in the kitchen, for example, by the use of colour coded cloths. These procedures are displayed so that any parents helping in the kitchen are able to follow them easily. Any special dietary needs children may have are recorded before care begins and staff are very careful to ensure these needs are met.

Children thoroughly enjoy the varied and imaginative opportunities to develop their physical skills both inside and in the outdoor play area. They let off steam as they run around outside, jump and squeal with joy. They develop balance, control and co-ordination as they push, pull and pedal the wheeled toys. They build structures with crates, logs and planks of wood, solving problems and enjoying success. Two children walk around the wooded area holding each end of a length of rope, learning to work co-operatively, engrossed in their play. Indoors, children learn personal independence as they change for the physical education session. They play at being 'beans' - 'runner beans', 'broad beans', 'jumping beans' or the more sedate 'beans on toast'. They learn to listen as they change from one 'bean' to another, or go faster and slower. Ring games are another favourite with children eagerly joining in with 'Farmer's in his Den'.

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

The provision is outstanding.

Children are cared for in premises which are made very welcoming to parents and children with attractive displays of photographs and children's own work. Children develop a sense of belonging as they look at the photographic daily timetable and put up their own art work on the easy to use, magnetic children's display board. The building is bright, light and warm and very well organised into specific areas so that children are able to make the most of their time at pre-school and develop confidence as they access resources and activities independently. Parents are able to view the daily planning sheets and information about their child's care and learning, as well as notices of general interest, in the reception area.

Children benefit from a very broad range of attractive, good quality resources and equipment. There are sufficient low-level tables and chairs for children to set together at snack and lunch time, but plenty of clear floor space to enable a large train or road track to be set up. The equipment supports children's activities in all areas of their play and learning exceedingly well, including resources for outdoor play. The range is enhanced by regular use of the resource library and staff are careful to ensure that they plan well in advance so that they can borrow specific resources to support the current topic and thus enhance children's experiences. All of the equipment is checked and cleaned regularly to make sure it is safe and suitable for the children.

Children are extremely well protected because staff very carefully follow the excellent procedures in place. The high staff to child ratio allows close supervision of children at all times and this helps children to stay safe. Staff are very vigilant and ensure they keep up to date with current health and safety advice and guidance. They make sure the premises are secure and that a record is kept of any visitors. Children learn very well how to keep themselves safe by practising the fire evacuation procedure regularly and from the visits from the local police who talk to them about road safety. Their learning in this area is consolidated because staff borrow role play equipment from the resource library to enable children to practise their road safety drill. They develop their learning further as they go out on walks within the local village environment.

Children are further protected by the extremely clear and detailed child protection procedure which is in place and made easily accessible to parents and staff. Staff update their training regularly to ensure they are fully conversant with developments in this area and they are clear that the welfare of the child is their first priority.

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

The provision is outstanding.

Children are settled and happy at the pre-school. Staff are supremely skilled at meeting children's individual learning needs and are able to adapt the activities to suit even the youngest of children. This results in the self-confident and happy children who are so evident at the setting.

#### **Nursery education**

The quality of teaching and learning is outstanding. Children are active, curious learners. They arrive eager to take part in the activities and to play with their friends. They have made good relationships with both staff and children and are learning to play co-operatively together. They are developing very good levels of personal independence. They wash their hands, pour their drinks, find and put on their aprons and get dressed for P.E. They show high levels of perseverance in these tasks and pride when they are completed. They develop a strong sense of community from the display of photographs of village landmarks, their trips and walks around the village and into school, and visits from the local police and the vicar.

Children thoroughly enjoy books and stories and cry out with delight when a familiar and favourite story such as 'The Gruffalo' is to be read. They eagerly join in with the story and will play with words, attempting to rhyme and contributing 'door' to rhyme with four and 'bee' to rhyme with three. They can confidently recognise their own names and sometimes those of other children. They make marks in a wide range of different contexts. For example, they use the graphics area to draw and 'write' letters, they make marks with water and chalk while outside, they use their fingers to make marks in dry sand and wet shaving foam and they draw up price lists in the role play card shop. Labelling is used well within the setting so children

learn that print has meaning and many uses, as well as being a source of enjoyment through stories.

Children are confident to count to ten, and some well beyond. They show a very good understanding of numbers, for example, counting five and five and knowing quickly that this makes ten. Daily activities are used well to further children's ability to solve problems. They count how many children are present and how many cups and plates they have at snack time, working out how many more they need. They learn about volume as they play in the sand and the water. They measure during their cookery activities and learn about space and position in P.E. They thoroughly enjoy the outdoor maths activities. For example, staff hide a number of bricks of different shapes around the outside area and the children have to find them and place them on the matching shaped mat. When they have found them all, they count the number they have found of each shape, quickly recognising three and four without having to count and easily counting the others to nine. They then excitedly hide the blocks again ready for the next group.

Children's creativity is fostered as they paint and model, sing and play music. They display their art work confidently and are able to adapt activities as they go along. For example, resources set out ready for the children to make mice and clocks are quickly adapted by the children, together with further craft materials they freely access, to make a range of different imaginative models. Children are encouraged in these activities and staff have the confidence and skill to support children and enable them to flourish. Role play is thoroughly enjoyed by the children. The 'card and book shop' is well used and children will sell cards, checking the list of prices and charging the correct amount of money, developing their learning in a broad range of areas.

Children explore and investigate the natural world as they play in the outdoor area and go for walks around the village. They carefully examine the trees and piles of wood. They look at change through the seasons as they plant, grow and harvest their tomatoes, and then eagerly eat them at snack time! A commendable range of malleable materials are provided for the children to enable them to learn about the different properties of different types of dough and clay. Children's knowledge and understanding of information and communication technology is successfully developed as they use the computer mouse effectively to match shapes and colours.

Staff have developed outstanding systems to observe, monitor and record children's progress and to plan the next steps in their learning process. They have a very strong knowledge and understanding of the Foundation Stage and are able to plan an exciting range of activities to help each individual child along the stepping stones to the early learning goals. They thoroughly evaluate the quality of the provision as well as individual children's progress regularly in a professional manner which successfully raises standards within the setting. Organisation of time, space and resources is excellent. The environment nurtures the children and encourages them to take part in all types of play and develop their learning in all areas. The organisation of time within the session enables children to take sufficient time to further their play and practise their skills, developing concentration and allowing them to follow processes through. Children are learning the difference between right and wrong from the excellent management of behaviour. They are encouraged to share and take turns and to show consideration for others. Overall staff's vision and skill enable children to make excellent progress.

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

The provision is outstanding.

Children enjoy their time at pre-school and settle extremely well because staff respect their individuality and treat them with equal concern. They are fully involved in the life of the setting and are encouraged to develop a strong sense of belonging from the photographs and displays as well as from the daily welcome song which all children sing and where each child is named and welcomed into the group. Children learn about the wider world from the wealth of excellent resources available to them which ensures they are surrounded by positive images of race, culture, gender and disability. They enjoy taking part in the celebration of a wide range of festivals and events which they share with children in school and the vicar from the local village church. Children's social, moral, spiritual and cultural development is fostered.

The setting supports children with learning difficulties and/or disabilities extremely well. The staff are all very experienced and the significant levels of support given to all children together with the effective systems in place to assess and monitor children's progress ensure any concerns are identified quickly. Staff are extremely sensitive to the needs of parents and work closely with children, parents and other professionals to meet the needs of all of the children and ensure they are included in all of the activities.

Children behave exceptionally well while they are at pre-school. They benefit from the golden rules which are displayed throughout and encourage consistency. Staff are very skilled at using distraction and praise to encourage good behaviour. They are quiet and calm with the children, treating them with respect and providing excellent role models for them, for example, by using 'please' and 'thank you' when talking to them. Children are encouraged to be kind to one another, to share and to take turns during their daily play. Staff help them to learn to negotiate in their own disputes over resources and so they are beginning to learn the difference between right and wrong, to play co-operatively and to live in harmony with one another.

Partnership with parents and carers is outstanding. Parents receive detailed initial written information about the setting and are encouraged to attend a session for new starters where they receive further information and learn about the types of activity their child will be offered. Before children start at the pre-school parents record children's individual needs, likes, and dislikes as well as such details as family structure, pets, fears, special comforters and words. In addition, parents are asked to complete an assessment of children's learning to use as a base for their developmental records. All this information helps children to settle exceptionally well and contributes significantly to their overall well-being. Parents enjoy their time as parent helpers and this gives them an insight into their child's progress and helps them to become involved in their child's learning. They are able to borrow resources such as books and games from the setting and keep in touch with events at the setting through the regular newsletters. Key workers share the regular tracking assessments which they carry out with the child's parents and this, together with open evenings, ensure parents are kept well informed of their child's progress. Parents cite the approachable and supportive staff as a particular strength of the pre-school and they are confident and relaxed in the setting.

## **Organisation**

The organisation is outstanding.

Children benefit from the very experienced and stable staff group who are highly motivated and skilled and strongly committed to meeting the needs of all of the children in their care. They undertake regular training and embrace new initiatives and ideas with enthusiasm. They

return from courses keen to share good practice they have picked up and put this into operation. All of the staff at the setting, as well as the management, constantly review and monitor the standards of care and education offered to the children. They show an overwhelming commitment to improving their practice and strive to create a nurturing and happy atmosphere for the children in their care. They work in close partnership with the staff at the school as well as valuing advice and support from the advisory teacher from the local authority. Leadership and management of the provision is outstanding.

Children's time at nursery is significantly enriched by the extremely well-organised space and resources which invite them to participate in the activities and daily routines and ensure they take advantage of the exceptional range of play opportunities available to them. Children's work, photographs and bright posters enhance the environment, making it welcoming to both parents and children. Staff work very hard to ensure children enjoy their time at pre-school and they have put much thought into organising routines and timetables during the session to maximise the time children spend profitably and enjoyably. Overall the setting meets the needs of the children for whom it provides.

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

At the last inspection the setting was asked to further improve the security of the large playground and children are now protected by the use of temporary fencing while they are out in this area. In addition, they were asked to continue to develop the confidence of staff when leading small group sessions. Staff are now supremely skilled and confident in all areas of their work which benefits children's care, learning and play.

### **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 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 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](http://www.ofsted.gov.uk)