

Haxey Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	205700
Inspection date	25 February 2008
Inspector	Josephine Ann Northend
Setting Address	The Memorial Hall, High Street, Haxey, Doncaster, South Yorkshire, DN9 2HH
Telephone number	07748467784
E-mail	
Registered person	Haxey Pre-School Playgroup
Type of inspection	Integrated
Type of care	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.

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?

Haxey Pre-School opened in 1975. It operates from the Memorial Hall within the rural village of Haxey. The setting serves the local area. A maximum of 24 children may attend at any one time. The pre-school opens five days a week generally term times only, though some activity days are provided during school holidays. Full day care is provided three days a week from 09.15 until 15.15, and on Mondays and Fridays sessions are from 12.45 until 15.15.

There are currently 24 children aged two to under five years on roll. Of these, 17 children receive funding for nursery education. Children attend a variety of sessions each week.

The group employs five members of staff and one volunteer. All staff hold appropriate early years qualifications. The setting receives support from the Early Years Service. The setting has achieved the 'Steps to Quality' endorsed quality assurance status.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's physical development is supported exceptionally well, with daily opportunities for physical exercise and for children to use an extensive range of large equipment. They learn to balance on beams, confidently ride tricycles, kick and throw balls, dance and move to music and play games. Children also have many visits in the local community including to parks and play areas. Children rest or are active according to their individual needs.

The playroom is exceptionally clean and well maintained. Outstanding health and hygiene procedures promote children's health. Children's personal hygiene is given high priority; they clearly know about germs and why they need to wash their hands. Excellent hygiene procedures are closely followed by staff, for example, as they use protective gloves and aprons for nappy changing and wipe the changing mat after changing each child. This means risk of cross-infection is minimal.

Comprehensive medication, sick child and accident procedures are in place and accident recording is detailed. There are excellent systems in place for the administration of medication that requires technical or medical knowledge: staff receive training which is specific to the individual child concerned. All staff have the required first aid certificate and this means children's health needs are fully safeguarded.

Healthy eating is promoted exceptionally well as children receive healthy and nutritious snacks which include fresh fruit each day. Children know and talk about healthy eating. Drinking water is readily available within the childcare room and staff work very well with parents to ensure they are aware of and meet any special dietary requirements.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a clean, warm and welcoming environment. Staff are vigilant in promoting safety procedures and give the utmost priority to protecting all children. The childcare room is set out extremely well to allow children to move around safely freely and independently. Excellent security systems, records of visitors and lost and uncollected child policies mean children's safety is given high priority. Emergency evacuation procedures are displayed, practised regularly and understood by the children. Comprehensive health and safety policies and procedures including risk assessments are used effectively to promote children's safety.

Children move around freely while easily accessing an excellent range of safe and developmentally appropriate furniture and equipment. Staff are proactive and follow excellent procedures to ensure equipment is clean, is checked regularly and remains safe for children to use. Children independently access resources as they are very well organised in child-height furniture.

Comprehensive child protection procedures are in place that are clearly understood by the staff team. The designated officer for child protection has completed training and is extremely confident about her role. This means the welfare of children is safeguarded exceptionally well.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children have a wonderful time at the playgroup and are eager to attend. They arrive happy, separate from their carers well and settle quickly into the exceptionally homely, caring environment. Children have excellent relationships with staff and are developing good relationships with each other. Children are very confident and are developing excellent self-esteem through the excellent and meaningful praise and encouragement they receive from staff. Communication skills with children are supported very well through exceptional adult to child interactions.

Staff plan a varied and interesting range of activities, and the excellent use of resources promotes learning. A varied and interesting range of toys is set out for children's arrival, and children become engrossed in their activities. A designated member of staff is responsible for the implementation of the 'Birth to three matters' framework within planning and assessment. There is an excellent balance between child-led and adult-initiated activities, and the care and support given to younger children is outstanding. This has a positive impact on their sense of security.

Nursery education

The quality of teaching and learning is outstanding. Staff have an exceptionally strong understanding of the Foundation Stage. The room is set out extremely well in order to create an exciting, interesting and accessible learning environment. There is an effective key worker system in place and an interesting, stimulating and varied programme of activities is planned across the curriculum, based upon the children's individual interests and learning needs. The broad and balanced range of activities is very well planned and prepared. Assessment records are completed regularly and children's progress is linked to the stepping stones. They are dated to show children's individual progress and are used very well to inform planning in order to meet children's individual learning needs. Planning shows differentiation of activities to ensure staff promote learning opportunities for those children who are less able or to effectively challenge more able children. Staff encourage children to make their own decisions and support this through lots of meaningful encouragement and positive praise. They use a variety of teaching methods to support children's learning and also use effective questioning to extend children's thought and ideas.

Children are extremely confident, they settle quickly to activities and concentrate for extended periods of time. They have very good relationships with staff and each other. Children are actively supported by staff to behave exceptionally well, take turns and share fairly. They talk confidently about their home lives and are developing a very good understanding of other countries and cultures, for example, as they celebrate Chinese New Year. Children have excellent opportunities to explore and investigate throughout their nursery day. This is enhanced by displays and interest tables, which provide children with the opportunity to investigate natural objects. Children confidently demonstrate their self-care skills as they pour their own drinks, put on their own coats and wipe their own noses. Children are able to manage their own personal hygiene and understand why they need to wash their hands.

Children speak clearly and confidently and hold conversations for extended periods of time. They communicate extremely well with staff and each other and use language for thinking. They confidently link sounds to letters as they talk about the initial letter sound of their names. Books are readily available; children handle them well, holding them the right way and turning

pages correctly. Books are used as a source of reference at interest tables and in displays. Children listen attentively during formal and informal story sessions and enjoy retelling the story of 'the three bears'. Children have exceptionally good writing skills; most children are able to hold their pencils correctly and form recognisable marks and letters. They recognise their own names as they self-register, and some spell their own names correctly as they write them on their pictures.

Children use a computer and programmable equipment well. For example, they complete simple programs and control the mouse skilfully. They are developing an understanding of number and use counting successfully within daily activities. Children confidently count objects up to ten and beyond. They enthusiastically use their own methods to solve problems within their day. For example, they work out how many chairs they need for themselves and the three bears in the home corner, precisely instructing each other of how many more chairs they will need throughout the task. Children learn about shapes and are using size language appropriately, for example, big and small, full and empty.

Children extend their physical skills well though a variety of experiences including daily use of large equipment and walks in the local community. They are developing good awareness of their bodies; for example, they know how important their spine is as they learn how to use equipment and play safely. They ride on tricycles skilfully and confidently balance along low level beams and mount climbing equipment with alternative feet. They are developing a good sense of space as they sit together for story time. Children construct with a purpose in mind on large and small scales, for example, they successfully made a volcano that 'erupts'. Children have good levels of hand-eye coordination as they confidently use scissors, complete puzzles and use small tools. They recognise and can name many colours and mix them to create other colours as they explore creative materials, such as paint, glue and cornflour. Children use their imagination very well, for example, they make porridge for the three bears. They have access to a range of musical instruments and sing spontaneously throughout the day.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed into the setting and participate fully in all activities because staff value and respect their individuality. Children access an excellent range of activities and resources which increases their awareness of diversity, and they develop a positive attitude to others. Children learn about the local community as they make visits in the locality. The playgroup has excellent procedures in place to support children with physical disabilities and learning difficulties. The named coordinator has completed training and works closely with parents and other agencies to ensure all children are integrated well into the setting and their needs are met. Children with English as an additional language are supported extremely well as staff work closely with parents to ensure children are fully included and their individual needs met.

Children are well behaved; they have excellent awareness of right and wrong and respond well to staff who provide excellent role models. There is a behaviour management policy in place that is understood and implemented exceptionally well by staff. They use positive strategies for managing children's behaviour and children receive high quality praise and encouragement. This means children's spiritual moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Children benefit from the extremely positive partnership staff have developed with their parents. Information about the child's individual needs is actively sought from parents before the child starts. Comprehensive information is

displayed on noticeboards. Parents receive written information about the setting, activities, the Foundation Stage and the 'Birth to three matters' framework. Links with home include parents receiving regular written reports about their child's progress in relation to the early learning goals, and having regular opportunities to formally discuss their child's progress. The setting's policies and procedures are readily accessible to them and information about the topic and how they can link learning at home is displayed for their attention. Parents are encouraged to continue their child's learning at home, for example, as children take 'Bertie the Bear' home and write about his adventures in his diary. Parents are fully involved in the initial assessment of their child's learning, informing staff of previous learning and enabling them to build on the child's existing skills and interests. This ensures that children's individual and learning needs are effectively met and developed.

Organisation

The organisation is outstanding.

Staff provide an exceptionally well organised environment which contributes to the children being very happy and settled. Space is used creatively to cater for all the children's play needs. This means children are able to move around independently. Adult to child ratios exceed requirements and all staff have childcare qualifications and first aid certificates. There are excellent staff recruitment procedures in place and all staff have been appropriately vetted.

There is an comprehensive range of policies and procedures in place that is revered and updated on a regular basis. They are clearly individual to the setting, and are understood and implemented exceptionally well by staff. There are excellent systems in place for sharing information with parents about the service, their child's progress and activities. All required documents are available and are stored, organised and maintained extremely well. The team have used outstanding perseverance in planning, gaining consent and funding for work to commence on an exciting outside play area that will include a sensory garden.

The leadership and management of the nursery education are outstanding. The management actively encourage staff to attend relevant training opportunities. The knowledge gained by staff is used to enhance the care that is given to children. The management have very high expectations of staff and are extremely proactive and committed to improving and developing the provision. Staff have an excellent knowledge of the Foundation Stage and how children learn, and work extremely well as a team to provide a vast range of interesting, stimulating and meaningful activities. There is a staff appraisal system in place and fortnightly staff meetings are held. The manager also evaluates activities and planning regularly, ensuring they meet the needs of all children and that children are progressing well towards the early learning goals. The setting works closely and in partnership with the advisory teacher in order to constantly develop and improve their practice and outcomes for children. The playgroup is fully committed to improving care and education for all children and to promoting an inclusive environment in which every child matters.

Improvements since the last inspection

At the last inspection the provider was asked to ensure the fire evacuation procedures are displayed clearly. The procedures are now clearly displayed in all of the childcare areas. This means children's safety is promoted in the event of an emergency.

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