

Schorne Pre-school

Inspection report for early years provision

Unique Reference Number	140860
Inspection date	28 February 2008
Inspector	Judith, Mary Butler
Setting Address	The Village Hall, North Marston, Buckinghamshire, MK18 3PA
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Registered person	Schorne 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

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Schorne Pre-School has been open for over 25 years. It operates from the Village Hall in the North Marston. The premises comprise the main hall, kitchen and toilet facilities. There is an enclosed outside and garden area. The pre-school is registered to care for up to 26 children at any one time. The pre-school is open for five days a week during school term times. Sessions run from 09:15 until 12:15.

There are currently 31 children on roll, of these 21 receive funding for early education. The pre-school has systems in place to support children with special educational needs and English as an additional language. The children attending come from the surrounding villages including Granborough and Whitchurch.

There are five staff who work with the children, of these, four hold level 2 childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children receive a wide variety of different snacks while at this pre-school. These include, apples, grapes, bananas, carrots, bread sticks and cheese. They are developing independence and identify their own needs by serving themselves at snack time. Children choose between milk and water and pour their own drinks. Individual children's needs are discussed and recorded to ensure each child has their dietary needs met. Snack time is a very sociable time with children, staff and visiting parents sitting together. Children converse freely to adults and they talk about what they are eating, planning to do next and events from their personal lives. Drinking water is available throughout the morning for children to use if they need a drink.

Children are aware of the importance of personal hygiene and know that they need to use a wipe to clean their hands before snack time. They are independent and access the cloakroom as they require it. Children are developing skills with the assistance of staff, including putting on their Wellington boots and coats to go outside to play. Effective procedures are followed by staff to promote good hygiene in the pre-school, including washing their hands before preparing snack and ensuring the tables are cleaned. All of the required documentation is in place to ensure the health of children, however not all parents receive a copy of completed accident forms. Procedures for administration of medication are in place and staff ensure parents are fully informed of any administration by requesting them to countersign completed documentation.

Children access fresh air and exercise each day. They develop a healthy lifestyle through the time they spend outside in the garden or physical activities planned in the hall in bad weather. Equipment available outside includes balls, hoops, sit and ride toys and an obstacle course. Children use equipment with confidence and negotiate around fixed and moving objects with ease. Children seek out adults while playing outside, for example to play football and try to score a goal.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff create a welcoming atmosphere for the children who enter the pre-school with ease. They greet the children and parents warmly as they arrive and support children needing assistance in saying good bye to their main carer. Staff ensure a range of toys and resources are available and set up attractively within the hall prior to the arrival of children. Children enter the setting and select the toys they wish to use. Planning documents ensure that a variety of toys and resources are available to children within the weekly routine. Staff sort and clean the toys. This ensures they are suitable and appropriate for the ages and stages of children attending. Staff know the individual children well and are aware of their play preferences.

Staff undertake daily safety checks to ensure the hall and garden are safe and secure for children to play in. However, the radiators in the main hall are very hot and do not have covers. Children are developing an awareness of keeping safe; for example, they know that they must not run inside and that they line up to be counted before coming in from the garden. Evacuation procedures are displayed and staff are aware of their individual roles and responsibilities. Children do not receive regular opportunities to practise the evacuation procedures.

Staff have a good awareness of safeguarding children procedures and the signs and symptoms of child abuse. Information is held regarding the contact numbers for referral and advice; however the procedures do not contain information about the Local Safeguarding Children's Boards.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and secure in the pre-school environment. They know the daily routine well and this enables them to develop a sense of time. Parents and staff share information about the children before they start the pre-school and this enables staff to meet the needs of all children. Several staff members have been working in the pre-school for many years and know the families well. They chat to children about their home life and this enables the children to feel comfortable in the setting. Children enjoy the range of resources available and play with enthusiasm and enjoyment. They receive attention and support from staff in one to one, small and large group situations, for example, one staff member sits on the carpet and talks to the children about 'hammering' while they construct and build and pretend to do 'DIY' jobs around the pre-school.

Nursery Education.

The quality of nursery education is satisfactory. Children are developing their independence and select the toys and resources they wish to use. Staff provide children with a range of activities and children participate in child and adult initiated activities with enjoyment. Children sit and take turns to listen and speak at large group times. They enjoy showing items from home at show and tell time. Children are well behaved and most are able to share the toys and resources and co-operate with other children in their play. Staff are aware of individual children and provide resources to ensure they can play happily, for example, another till to use in the home corner. Children enjoy making individual choices about what they wish to play with and seek out other children in their play. Children like looking at books and handle them correctly and with care. They enjoy story time at the end of the session and talk to staff about the story. Drawing and mark making materials are available in the hall but children do not have opportunities to mark make in everyday situations or while playing outside. Children recognise their names and some are able to write recognisable letters, however staff do not provide children with resources to recognise written words and letters, for example, labelling items around the hall.

Children use numbers and count in their play, for example, while playing with the rice, spaghetti and cereal. However, they do not have regular opportunities to count and use simple addition and subtraction, such as, when lining up to come inside, register and snack time. Numbers are not used in daily situations for children to recognise, for example, a number line and labelling around the room. Children use mathematical language such as more and less while playing with the rice. They are creative and develop their imagination through a range of activities, including, role play, dressing up and art activities. They enjoy singing and are keen to sing to the whole group, for example, before going home at the end of the session. Children learn about the world around them through different themes and topics, for example, Chinese New Year when children made dragons and sampled food. Children like to use the computer and are confident in these skills with many using the mouse to click and work there way through a simple computer game. Children are happy when playing outside and are confident in their large muscle skills. They participate in planned activities with enjoyment, for example, taking it in turns to complete the obstacle course, where they were able to crawl through, under, jump and run. Children

develop their hand-eye co-ordination through a range of activities and resources, for example, completing puzzles and using the sewing cards.

Staff discuss the individual children with parents and exchange information daily and this assists them in gaining an understanding about children's routines and play preferences. Planning is in place, however this does not link directly to the stepping stones and some areas of learning are not covered effectively, for example, the use of numbers and counting in everyday activities. A key worker system is in place and staff undertake observations on the children and these are used to update the individual children's 'tracker books'. These do not link directly to the stepping stones, and therefore it is difficult for staff to identify children's next steps in learning.

Helping children make a positive contribution

The provision is satisfactory.

All children receive a warm welcome to this pre-school; staff know the children very well and converse with parents at each end of the session to ensure they are able to meet individual children's needs. Children receive individual time and attention from the staff team within the daily routines, such as in free play time or while playing outside. Children learn about the diverse society through a range of different activities and resources, for example, small world toys, books, topics and themes. All children are included, valued and have their individual needs met in this pre-school. Children's spiritual, moral, social and cultural development is met.

Children are well behaved and considerate to others in their play, they are learning to take turns and share, for example, when lining up for the obstacle course and when playing in the home corner. Staff act as good role models and praise and encourage the children in their play. This assists children in developing their self esteem.

The partnership with parents is satisfactory. Staff and parents work together to ensure children make the transition from home to pre-school quickly. They meet to discuss the children and this ensures staff are able to meet each child's needs. This enables the children to settle and feel confident in the pre-school. Parents receive information about the pre-school through the notice board, discussion, prospectus and regular news letters; however parents do not receive the contact details of the regulator. The pre-school operates an open door policy and parents may discuss their child with the key worker at any time. Staff invite all parents to an open evening where they have opportunities to view their child's work, records and discuss their progress. Verbal feedback from parents is very positive and many parents are using the pre-school for a second or third time.

Organisation

The organisation is satisfactory.

Staff make effective use of the available space within the hall and outside area. Children enter confidently and happily at the beginning of each session. They choose the toys and resources they wish to use from the range set up prior to their arrival. They are developing their independence and move freely around all areas identified for their use. The key worker system works well to ensure children receive support according to their individual needs from the staff team who know the children well.

Policies and procedures are in place, however some information needs updating. Parents do not receive the contact details of the regulator and not all parents have signed their consent for the staff to seek emergency medical attention. Systems are in place to accurately record

children's attendance however, a pencil is used to mark this register. All visitors are requested to sign the visitors book and are supervised at all times when in the pre-school. Parents arriving early to the pre-school have to be let in by a staff member. The setting meets the needs of the range of children for whom it provides.

Leadership and management are satisfactory. Staff have an understanding of early year's guidance including the National Standards and the Foundation Stage Curriculum. However, planning does not clearly link to the stepping stones and not all areas of learning are covered effectively. Staff have regular opportunities to discuss individual children and the activities to be provided at each end of the session and through regular staff meetings. Evaluation takes place through verbal discussion. Staff know the individual children well and undertake observations to update individual children's developmental records; however they have not developed systems of clearly identifying children's next steps in learning. All staff participate in an appraisal system and this enables them to identify their individual strengths, weaknesses and training needs. Staff regularly attend training to update their child care knowledge and skills.

Improvements since the last inspection

Following the last inspection for day care there were two recommendations to be addressed. These related to ensuring that documentation was updated to show the procedures to be followed in the event of an allegation of child abuse being made against a staff member or volunteer and providing parents with the contact details of Ofsted should they wish to raise a concern or complaint.

Since the last inspection the policies and procedures have been updated and a notice is in place on the notice board giving parents to contact number for Ofsted, however the parents do not receive the address of the regulator within the information they receive.

At the last inspection for nursery education the setting was asked to address three issues. These related to providing children with opportunities to mark make and write purposefully in every day situations and ensuring assessments of children's achievements is ongoing and shows children's progress through the stepping stones. The setting was also asked to evaluate activities to show whether the learning objectives have been achieved.

Children have opportunities to mark make in the pre-school at the drawing table or easel, however children do not access mark making materials in role play or while playing outside. Staff undertake observations on the children and these are used to update the children's progress records, however these do not clearly show children's progress through the stepping stones. Evaluation takes place through discussion; however staff do not use a formal method to record evaluation to show what learning objectives have been met.

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.

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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 all parents receive a copy of completed accident reports
- improve safety by providing children with regular opportunities to practise the evacuation procedures and ensuring radiators do not pose a hazard to children
- update the child protection procedures to ensure they comply with the Local Safeguarding Children's Boards (LSCB)
- improve documentation to ensure all parents have given their consent to seek emergency medical attention, parents receive the contact details of the regulator and children's attendance in the register is recorded in ink

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):

- ensure children's progress is recorded through the stepping stones and that their individual next steps in learning are identified
- further develop the planning and evaluation to clearly link to the stepping stones and ensure that all areas of learning are effectively covered.

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