

Brize Norton Village Pre-School

Inspection report for early years provision

Unique Reference Number	134449
Inspection date	29 April 2008
Inspector	Janet Maria Moutter
Setting Address	Elderbank Hall, Station Road, Brize Norton, Carterton, Oxfordshire, OX18 3PS
Telephone number	07769617696
E-mail	Chairperson 01993 844102 (Carolyn Peach)
Registered person	Brize Norton Village 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?

Brize Norton Village Pre-School opened in 1994. It is a registered charity managed by a voluntary committee of parents, whose children attend the pre-school. The pre-school operates from the village hall in Brize Norton, Oxfordshire and serves the local rural area. Children use the main hall, which has ready access to an outdoor play area and nearby play park. The pre-school opens each week day during school terms. Sessions run from 09.00 to 12.00.

There are currently 22 children from two to under five years on roll. Of these, 16 receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities. Children attend for a variety of sessions.

The pre-school employs three staff to work with the children, of whom two have appropriate early years qualifications at Level 3. Support is received from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are becoming aware of the importance of good hygiene. They know why they should wash their hands after going to the toilet and before having their snack and cooking activities. Each day, children have a named and designated first-aider to whom they can turn if necessary. Any children who need medication have it administered in line with recommended procedures, with forms being countersigned by parents. The setting is clean, with the food preparation area being hygienic and not accessible to children.

Children enjoy eating healthy snacks and talk confidently about their favourite fruits and vegetables. The introduction of a snack bar to replace snack time means that children now have greater choice and freedom as to when they eat their snacks. This promotes their independence. Children have regular access to water should they need a drink and this promotes their well-being. Staff talking with children at the snack bar, do not engage them sufficiently in discussing why it is important to eat healthily.

The setting plans and provides a wide range of activities to promote children's physical development. The daily music and movement session is enjoyed by children, especially when they choose the songs, because it motivates them to participate in physical exercise. Children are active and benefit from the fresh air and physical play provided each day. Children freely make choices to play outdoors as the well organised routine ensures that, weather permitting, the outdoor play area is available throughout the session. Children regularly use bikes and wheeled toys, with opportunities provided for them to practise climbing and balancing and equipment for this is in planning to ensure that it is frequently available.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are safe, happy and secure in the setting because staff take every precaution to promote their well-being and safety. The physical environment is attractive and welcoming and resources and equipment are clean and well maintained. This encourages children to want to play and learn. Children benefit from an outdoor play area, with a range of toys and equipment which are safe and promote their physical development. Their learning is extended well through use of other facilities such as the pre-school's allotment and use of village amenities. Staff create an inviting environment, with bright displays of children's work; activities equipment is readily available at child height. Equipment is suitable and checked regularly to make sure it is in good condition. Spacious storage facilities are organised well. Staff carry out checks, indoors and out, to make sure the premises are safe and secure and ready for children's use. Suitable fire prevention precautions are in force and an effective emergency evacuation procedure is practised regularly.

Staff are vigilant in ensuring there are no hazards for children so that they are safe and secure. All staff have recent training in child protection and the leader is the designated person. Staff know exactly the procedures to follow should the need arise and this promotes children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy being in the setting and make sound progress in learning because staff plan an interesting range of activities for children to follow. There is a good balance of activities which children choose for themselves together with those that are led by adults. Children have regular access to outdoor play which promotes their physical development. However, with the large room and only three staff they do not organise sessions so that children's time is always used productively. Planned activities encourage both independence and co-operation. For example, individual children sustained concentration as they role played in the campsite, the last reincarnation of the home corner and the dressing up is fully used throughout the pre-school. Children use their senses to explore and find out about the world around them, such as through chopping vegetables to add to the bean sprouts that they have grown ready for snack time.

Children's progress in all areas of learning is underpinned by a range of resources. The book corner is cosy with large cushions and children throughout the inspection selected books and had them read to them or sat and looked through books, this promotes an interest in books. At the end of each session a book is chosen to take home by the children. A range of construction kits support children's physical and creative development especially well.

Nursery Education

The quality of teaching and learning is satisfactory. Children are supported appropriately to make sound progress in all areas of learning. Staff have a clear understanding of the Foundation Stage curriculum. Planning is sound and continues to make progress, both at the termly and weekly levels and is linked closely to the stepping stones for each area of learning. However, the staff need to ensure that organised sessions continue to use the children's productively. A strength is the way in which weekly planning is reviewed and annotated with ideas from the children in order to inform what should happen in the following week. This is particularly helpful to children who may need to further consolidate a key skill or an activity. Assessment of children's learning is evolving, with daily assessments fed into children's individual assessment folders at the end of each week to ensure that future activities provide challenge. Staff readily build up a profile of children's progress against the stepping stones and at the end of the year this is passed to the primary school who find the information helpful.

Teaching of key skills is satisfactory, especially new vocabulary, hearing words, such as when the children are at the allotment, 'digging', 'hoeing', 'raking up the earth on the potatoes shoots', letter sounds and a love of reading. Clear questioning by adults and the use of sessions, such as 'Circle Time's Show and Tell' make a strong contribution to children's noticeable progress in speaking and listening: 'What has she brought in today?', 'A birthday card for Mummy that has a house and garden and a big rainbow. What does the weather have to do to make a rainbow?', 'Rain and sunshine', came the reply from a boy. Puzzles, games and counting activities promote and develop children's good progress in understanding number and shapes. Staff readily engage with children to support their worthwhile progress in all areas of learning. Staff observe children regularly and accurately. Each member of staff is a key person to several children and they make good use of assessments to plan many appropriate activities, which cover all six areas of learning. Staff manage children well and, for the most part, have high expectations for their behaviour. There is a strong commitment to personal, social and emotional development, through fostering independence and co-operation and children make good progress in their personal skills as a result.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children play happily together because staff promote equality of opportunity successfully. Through celebrating festivals, such as Diwali, and providing a wide range of toys and resources, children's awareness of cultural diversity is raised. Currently, the setting has no children identified with learning difficulties and/or disabilities although it is well equipped to do so should the need arise. One of the key workers is trained as a special educational needs co-ordinator and has a good understanding of children's different needs.

In the main, children behave very well in the setting because the range of activities provided is exciting and stimulating. When a child is upset, staff intervene quickly to provide reassurance and support. They are proactive in dealing with children who disengage themselves from whole-group sessions, such as 'Circle Time'. Staff intervene quickly enough to prevent immature behaviour from the youngest children impacting on the group as a whole. Children are treated equally.

The partnership with parents of children receiving nursery education is satisfactory. Parents receive a wide range of information about the pre-school, including regular newsletters. Many help on the parent-helper rota, so see at first hand their children's play when in pre-school. Parents' views about their children's learning are not always incorporated in assessments; as these are verbal comments. When asked, parents were very pleased with the progress their children have been making in the pre-school, but, were unaware of the Foundation Stage Early Learning Goals. Informal observation recording methods for parents, would show the pre-school seeks and values parents' observations of their child's initial and ongoing achievements and acts on them. It enables parents to fully contribute and share in their child's learning and achievements as they track their children's achievements at home, with the stepping stones at pre-school.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children's enjoyment and sound progress result from competent leadership and management of the nursery provision. The quality of the leadership and management are satisfactory. The leader and staff are fully qualified and the leader ensures that key workers support their designated children effectively. Staff receive regular training, including child protection, and this promotes children's care and education well. The setting's close partnership with the committee and community benefits children when they move into the Reception year. The setting is organised successfully in terms of resources and accommodation to meet the needs of children.

All required documents and policies are in place or being updated in line with the 'Policies for Early Years Settings'. All relevant information is shared with parents through displays in the entrance lobby and through regular newsletters. Parents are actively encouraged to play a full part in the day-to-day life of the setting and this promotes their involvement and support for children's learning.

The staff, since their previous inspection, have made significant changes to planning and assessment and in ensuring that key workers have full ownership of new initiatives. The staff with the support of the Local Authority Early Years Co-ordinator, have begun to progress and

are starting to make more effective use of evaluation to identify the strengths and weaknesses for the nursery education offered but this is an ongoing piece of work. There is a clear commitment to improve the provision to support children's learning. Working in close partnership with parents, partner settings and the village school is a key strength of this setting. The introduction of regular reviews of children's progress, together with new scrapbooks for each child, in which photographic and other evidence to show progress will be recorded, is evidence of the leader's commitment to improvement.

Improvements since the last inspection

At the last inspection the quality of care was judged as inadequate. Three actions were set to address the issues raised. These related to children's safety regarding the premises not being secure, not maintaining a complaints procedure and children's records not being available for inspection. The staff and committee, with support from the local authority, have drawn up and are implementing a suitable action plan which addresses all the issues raised. Consequently, there has been significant improvement across all the aspects of care that were previously judged as inadequate, and this has impacted very positively on the outcomes for children.

At the last inspection, the quality of nursery education was judged as satisfactory. Three recommendations were given to improve, relating to organisation of the sessions, planning with more emphasis on child-led learning and evaluation of the nursery education offered. Again staff and committee with the support of the local authority have made great progress to addresses all recommendations effectively. Some planned changes have yet to be fully implemented, nevertheless, those implemented so far have resulted in improved provision for the children. Consequently, children now make satisfactory progress in the Foundation Stage of their education.

Complaints since the last inspection

Since registration 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):

- organise sessions so that children's time is always used productively

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 the pre-school seeks and values parents' observations of their child's initial and ongoing achievements and acts on them, so that parents are able to fully contribute and share in their child's learning and achievements in the stepping stones
- make more effective use of evaluation to identify the strengths and weaknesses for the nursery education offered.

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