

Newton Longville Pre-school and Extended Services

Inspection report for early years provision

Unique Reference Number	EY357146
Inspection date	12 June 2008
Inspector	Cordalee Harrison
Setting Address	School Drive, Newton Longville, MK17 0BZ
Telephone number	01908641706
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Registered person	Newton Longville Pre-School and Extended Services
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 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?

Newton Longville Pre-School and Extended Services was registered in 2007. It is situated in Newton Longville Church of England Combined School in the village of Newton Longville in Buckinghamshire. A committee of parent volunteers manage the provision. The setting serves children who attend the school and those in the local community. It provides a breakfast club, pre-school, after-school and out of school services. The premises are comprised of two halls and a kitchen, as well as toilet and washing facilities and an office. A securely fenced outdoor area is available for children's outdoor activities.

The pre-school operates Monday to Friday term times only; opening times are from 09.30 until 15.00; children may bring a packed lunch and stay for the duration. The extended service operates before and after school and during the school holidays. There are currently 105 children on roll, of these, 52 attend the preschool, and of these, 47 are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities.

The opening times for the out of school provision are 07.45 until 8.45 and 15.15 until 18.00, during term time. During school holidays a play scheme operates from 09.00 till 18.00. The

setting employs eight members of staff, both the manager of the preschool and out-of-school services hold relevant level 3 qualifications. All other staff hold appropriate qualifications to levels 2 and 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

This report refers mainly to the pre-school activities; the out of school provision was not in operation at the time of the inspection.

Children use a wide variety of tools and equipment which helps to promote large and fine movement, balance and coordination each day. For example, they show that they are very confident with the use of tools and resources such as scissors, glue sticks, hammers and various equipment for building, making and mending in their role-play. The use of large equipment, such as climbing frames, slides and rope-bridge. In addition, they have opportunities to run freely; they are developing their coordination, balance and spatial awareness in fun and exciting ways.

All areas of the setting, particularly the toilet and food preparation area are maintained to a good standard of hygiene. This reduces the risks of infection for children. Toilet and washing facilities that are appropriately equipped encourages the children to develop good hygiene habits. They are learning to use the toilets independently, most children remember to flush it and wash their hands routinely. Children consolidate their understanding of the importance of hand washing with the regular routine for hand washing before eating. Children's accident and medication records are completed with all of the required information. In addition, sufficient staff who are qualified in first aid are present at all times that children are on site. They use suitable first aid resources and deal with children's minor accidents appropriately.

Fresh drinking water is readily accessible to children and they use it independently; they are learning to promote their health, independence and developing their self-care skills. The setting liaises closely with parents and informs them of the healthy eating policy; this ensures that most children eat nutritious food at lunch time. The provision of fresh and dried fruits and milk and water at snack time help all children to make healthy choices about their snacks. Good procedures are in place for the management of children's allergies, and information relating to food allergies is displayed as a reminder for staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The setting is warm, welcoming bright and attractive; displays of children's work and brightly coloured posters help to create a child centred environment. Children have ready access to ample, good quality, safe resources that are age and stage appropriate, attractive, stimulating and inviting to use. However, they do not always use the resources fully to develop independent learning. The well equipped provision enables children to promote all areas of their development through structured and leisure activities. There are sufficient additional resources, including tables, chairs and cushions for children to use in large group activities, such as, sitting together at mealtimes or resting comfortably.

Systematic risk assessments, sound safety policies and procedures, as well as daily checks, are used effectively to create and maintain a safe and secure environment for children. For example, safe arrangements are in place for children's arrival and departure. Safety plugs are fitted in the electrical sockets, the setting is free of slipping and tripping hazards and the outdoor area is securely fenced. In addition, children do not have access to the kitchen or hazardous substances. Safe maintenance of all areas allows children to use the available space freely and confidently. Children are also learning about personal safety. For example, they wear hard hats and goggles as they work on the construction site in their pretend play. Regular practise of the fire drill helps them to learn how to evacuate the premises quickly. They further develop their understanding of personal safety as they use resources such as the car mats, and begin to develop an awareness of road safety through discussion and pretend play.

Through discussion, staff demonstrate good knowledge of safeguarding children issues. They are confident in their knowledge of child protection. They know the four main types of abuse and gives examples of some possible signs and symptoms that may indicate that a child is at risk from abuse or neglect. Staff are clear about lines of communication for dealing with concerns within the setting. They know that they are able to seek guidance from the school's child protection officer, as well as the local children's services. Guidance issued by the Local Safeguarding Children's Board, which includes local contact numbers, is readily available. The setting is able to act without delay to safeguard the welfare of children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting happily and they separate easily from their parents, because they are well supported by staff. Children are confident and familiar in their surroundings. They settle quickly and this allows all of the children to listen to their names and share their news at registration. They show progression in their learning and development as they move from individual play to parallel and large and small group activities. Children work together well and achieve a feeling of unity in the setting. Staff plan and deliver a wide a range of stimulating activities that are appropriate to young children's varying stages of development.

Nursery Education

The quality of teaching and learning is good. This helps children to make good progress towards the early learning goals. Staff plan and deliver a wide range of interesting activities that are based on guidance to the Foundation Stage curriculum and linked securely to the stepping stones. Topics that are familiar and interesting to children help them to consolidate their learning by building on what they know through first hand experiences. Staff are skilful at using opportunities that arise to capture children's imagination and promote learning. For example, construction workers on the school site present the opportunity for children to use various tools in context to construction and building; they replicate a construction site in their role-play.

Children are experiencing learning across all areas and aspects of the curriculum. For example, they are beginning to solve number problems as they measure and make marks to record the information. Mark-making implements that are easily accessible to children encourage them to begin to write for different purposes. Information gained from regular observations of children is used to inform their achievement records. However, the next step in their learning is not consistently identified to ensure specific challenges are identified for each child. Through first hand experiences children are learning about the natural world and technology. For example,

they learn about time and its effect as they explore the seasons. In addition to the insects they find in the local areas, they deepen their understanding of creatures that are not familiar to them as they work with visitors from Zoo Lab. Regular use of the computer allows children to develop their confidence and competence as they manipulate the mouse to change the programme and complete their activities. Activities such as these help children to use fine movements precisely to achieve specific outcomes.

Children are becoming confident communicators; they enjoy books and stories independently and in large group activities. They regularly practise the letter of the week; which helps them to recognise the letters of the alphabet and their related phonic sounds. Action rhymes, such as 'Simple Simon Says' help children to listen and follow simple instructions. However, at times the noise level in the setting is high and this reduces some children's concentration; they move quickly between activities. Children explore their creativity in various ways. For example, in addition to pretend play they use malleable materials, exploring many different textures. Activities such as food preparation and cooking help children to experience change, test their senses, deepen their understanding of healthy eating and good hygiene. However, the evaluation of daily activities provides basic information, which is insufficient to ensure that activities are consistently developed to achieve improvements to deepen children's learning.

Helping children make a positive contribution

The provision is good.

Children have free access to resources that are appropriate for their age and stage of development. Activities and play resources are non-gender specific, and there are practical resources to raise children's awareness of cultural diversity and disabilities. Community events, such as funding for sport relief and other sponsored events encourage children to take an active part in raising funds to improve the lives of others in the local and wider community. Children's record forms contain all of the required information to safeguard their health and welfare and to enable staff to meet their care needs. However, children's achievements records are not sufficiently developed to include all of the necessary information. A familiar daily routine helps children to know what to expect. For example, they know that they are expected to help at tidy up time; and they do so willingly. Staff supervise the children closely, remind them of the boundaries that are in place for behaviour and use distraction and redirection effectively to help children to learn to manage their behaviour. Staff praise children's achievements and contributions, for example, when children put items away after use and when they help with everyday tasks, such as preparing for snack time; children feel valued, they are eager to help. Spiritual, moral, social and cultural development is fostered.

There are systematic procedures in place for the identification and management of the needs of children with learning difficulties and or disabilities. The Special education needs coordinator is well trained and the setting is experienced at working with parents and other agencies to ensure that children's individual education plans are in place, targets are set and reviews are completed in a timely manner for the benefit of the children. Children with learning difficulties and or disabilities are properly supported; they make good progress in their learning and development.

Partnership with parents is good. Parents know that there are opportunities for them to provide practical assistance in the setting, for example, they may assist as a parent helper. The exchange of good quality information help parents to be involved in their children's learning and care. All parents know their children's key worker and that there are opportunities to contribute to their children's progress record. Parents welcome the opportunities to support and extend their

children's learning. For example, they are aware of topics and themes, as well as, the colour and letter of the week. In addition, they provide resources to support the topics children are studying. Parents praise the staff highly and compliment them on their approachability and the good quality learning experiences the setting provides for children.

Organisation

The organisation is good.

Children are welcomed into a bright, clean, safe and secure preschool and extended care environment. There is sufficient qualified staff and ample good quality resources to meet the varying development needs of children who use the provision. Staff supervise the children closely and well planned activities ensure that children are purposefully engaged in interesting and stimulating activities. Children are making good progress in all areas of their learning and development. The setting meets the needs of the range of children for whom it provides.

The recruitment procedure for both aspects of the provision is sound. To protect children's welfare all staff are cleared through the vetting procedure and there is a clear induction procedure in place; it includes all elements and is familiar to staff. All documents required to safeguard children's welfare, health and safety are in place and most contain all of the necessary information. For example, the records of attendance for children, staff and visitors are accurate and up to date, and children's record forms include all of the required information. However, not all of the setting policies are up to date, for example, the preschool's complaint procedure does not include the timescales within which complaints must be investigated and the lost child procedure is not comprehensive.

Leadership and management are good. There are clear lines of communication between the staff and the leadership and management team. Staff are well trained and the setting is well equipped to deliver the Foundation Stage curriculum; this ensures that children's learning is promoted through well planned and purposeful activities. There is a system for regular observation and recording of children's achievements, however, it is not fully developed. There are systems in place for evaluation of the daily activities as well as the setting's overall performance. However, evaluation is not comprehensive; the procedure is not sufficiently developed to identify all areas of weakness or to provide sufficient information to inform decision making to achieve continuous improvement across the setting.

Improvements since the last inspection

Not applicable.

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 complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- improve the setting's complaint and lost child policies to include all of the necessary information

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):

- continue to support children to make independent use of the setting's resources and develop children achievement records to include the next step in their learning (also applies to care)
- develop the evaluation of daily activities to provide sufficient useful information to inform practice and extend activities for children (also applies to care).

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