

Thurmaston Village Pre-School

Inspection report for early years provision

Unique Reference Number	EY349077
Inspection date	26 June 2008
Inspector	Lynn Dent
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Registered person	Lara Alice Foster
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 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?

Thurmaston Village Pre-School is privately owned and has been under the current ownership since 2007. It operates from the Memorial Hall in the village of Thurmaston in Leicestershire. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 12:15 and 13:00 to 16:00. There is also a breakfast club from 08:15 to 09:15 and a lunch club from 12:15 to 13:00. The setting is only open during school term-time.

There are currently 34 children from two to under five years on roll. Of these, 14 children receive funding for nursery education. Children come from the local area. The pre-school employs four staff. All staff hold appropriate early years qualifications and two staff are working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good understanding of the reasons for maintaining good hygiene because they participate in daily routines and learn about this during activities linked to themes such as 'My body'. Good procedures are in place for maintaining clean premises and nappy changing, including the use of disposable gloves and aprons which helps to reduce the risk of cross-contamination. Robust arrangements for the care of children who are ill or infectious help to reduce cross-infection and maintain children's good health. For example, children do not attend the setting for set periods of time following bouts of diarrhoea and sickness or conjunctivitis. Staff are trained in first aid, which results in children receiving the appropriate care following accidents. Any such incident is recorded and reported to parents. Clear procedures are in place to ensure that when medication is administered the risk of overdose is minimised. This means that a member of staff witnesses the procedure and records are shared with parents. Therefore, they are kept fully informed about their children's well-being.

Children make choices about when to eat their snack as a free-flow system is in place. During this time they enjoy social interaction with their friends and a member of staff. Children make choices about what they wish to eat from a range of healthy foods such as raisins, apples and toast. However, the staff currently serve the children. Therefore, their independence is not fully promoted during this time. Throughout the session children independently access drinks at will. Consequently, they remain hydrated. Parents provide packed lunches for those children who stay for lunch club and staff work with parents to develop healthy eating for their children.

Although the setting does not have an outdoor play area, good use is made of the local parks and a field behind the premises. This ensures that children benefit from fresh air. Climbing equipment, jumping and other physical games are set out daily indoors to help children develop balance and coordination. Consequently, they learn to move in a variety of ways as they move under, over and through equipment. Children develop good hand-eye coordination as they build with construction toys, use a range of paint brushes, complete jigsaws and manipulate play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are warmly welcomed into the setting which is organised effectively, and displays show children's artwork. Staff provide careful supervision of the children and are aware of where they are at all times. For example, they accompany all children to and from the toilet area. Clear risk assessments are in place and staff carry out daily checks of the premises, furniture, toys and equipment to ensure that they remain safe for children to use. The staff regularly review the accident book to identify and remove common causes of accidents. Consequently, no hazards were identified at the inspection.

Children are kept safe from those who may pose a risk to their safety because they are never left alone with anyone who does not have Criminal Records Bureau clearance and staff are vigilant in maintaining a record of visitors. Consequently, they are aware of who is on the premises at all times. When parents bring and collect their children from the setting, staff stand by the main door to ensure that children cannot leave unattended.

Children develop a good understanding of how to keep themselves safe both at the setting and in their daily life. For example, staff remind them to sit down when using a slide. Children have learnt how to cross the road safely during role play and participating in procedures when on walks in the village. They take part in fire evacuation procedures and understand the importance of this.

During outings the number of adults caring for her children is enhanced. Risk assessments are in place for regular outings and venues are checked before allowing children access. Children's welfare is protected because staff are sufficiently trained to implement the Local Safeguarding Children Board procedures in the absence of the named person. Parents are aware of the staff's responsibility to report concerns because a clear policy explaining this has been shared with them.

Helping children achieve well and enjoy what they do

The provision is good.

Children have fun and enjoy their time at the setting. They settle quickly to activities on arrival because staff provide good interaction and develop a caring atmosphere. Children are actively engaged during their time at the setting because activities and experiences are set to allow them to independently self-select what they would like to do. 'Birth to three matters' is used well to plan developmentally appropriate activities and to meet the children's care needs. However, the recording of children's developmental progress is not sufficiently detailed to show what they have achieved or to indicate their next developmental steps. Staff manage the children's behaviour well. Consequently, they play harmoniously together for sustained periods of time. Good account is taken of children's individual needs. For example, when children want to spend time playing alone, staff help this to happen by providing support and encouraging others to give them space and time to do so.

Younger children are positively encouraged to explore their environment. This is seen as a toddler's toy car slides down a slope, staff encourage him to repeat this with different toy vehicles and talk about what is happening. Consequently, the children have time to reinforce their learning through play. Children benefit because staff take good account of their current interests. For example, a child is talking about dinosaurs as he looks at books and uses construction toys to make his own dinosaur. Staff ask the child if he would like to paint a picture of a dinosaur and spend time talking to him about how he could do this and the colours he will use.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the 'Curriculum guidance for the foundation stage'. As a result, children receive broad and balanced experiences that promote the six areas of learning. Consequently, all children are making good progress towards the early learning goals. Staff know their key children well and in practice activities are adapted to meet the individual needs of the children. However, planning does not clearly show how activities are adapted for more able or older children. Focussed activities are evaluated to ensure that the aims are met. Information about the children is collected from parents at induction to ensure that staff can build on what the child already knows. Ongoing observations and notes about children's progress are collated and used to identify children's educational achievements and to indicate the next steps in their learning.

Staff are skilled in using questions to promote children's language development and use of language to explain what they are doing. For example, children wish to make a long road for their cars. Staff provide a roll of paper and ask such questions as 'Where the road is going to run' and 'How they can avoid the mats around the climbing apparatus'. As a result, children think about these problems and explain that they need to make the road away from the mats and that it will run to the door. More able children can identify letters well in stories in books. This is shown as a child spells out the word 'baby'. All children are mark making, drawing recognisable figures and older more able children can independently write their names. Children are confident to express their feelings and to talk about their life away from the setting and use these experiences in their play. This is shown as children are drawing and writing, a child puts the number five on the door of his house and asks the inspector what number she lives at. When the inspector responds with 47, the child quickly identifies that the numerals are four and seven. Children are competent in using mathematical concepts during their play. They can correctly calculate how many roads they will have if they draw two more. Children can count accurately and identify a range of shapes and colours.

Children's understanding of the wider world is effectively promoted by visits in the local community and completing a range of topics such as 'Growing'. They have previously visited the local park and staff use this experience well to help children discuss and make pictures of what they saw on the way to the park, and children introduce left and right as they talked about the direction they travelled. They have access to a good range of technological toys such as VTech and know that they do not work if they need a new battery. Staff set out painting activities on the floor to ensure that children can reach and take part. However, opportunities for children to be creative are not fully promoted as the staff tend to put out the equipment limiting the range of resources that children can independently access. Children show good control of their body as they jump using two feet, use climbing equipment and slides. They move carefully around their friends showing an awareness of space. Children understand how exercise affects their body because they have completed a topic about this. Consequently, they know they get hot and their heart beats faster during exercise. Hand eye coordination is promoted because children use a range of tools to draw and paint and can fasten dressing-up clothes.

Helping children make a positive contribution

The provision is good.

Staff develop friendly and positive relationships with parents. Consequently, information sharing is a two-way process ensuring that all parties are fully informed about the changing needs of the children. The views of parents about the setting are sought through questionnaires. Consequently, the staff are able to adapt the service accordingly. Information is collected about the children's care needs at induction and regularly updated. Newsletters and planning keep the parents informed of what the children are doing.

The partnership with parents and carers of children in receipt of funding for early education is good. They receive detailed information about the Foundation Stage. Consequently, they understand what this is. The setting is in the early stages of encouraging parents to extend their children's learning at home. Therefore, this is not yet sufficiently promoted. However, staff encourage children and parents to bring in items from home for circle time and as part of the current topic. Parents are involved in providing information about their children's learning at induction as part of an initial assessment. They can access their child's learning records at any time and ongoing discussions and meetings ensure that parents are kept up-to-date with their child's progress.

Children's spiritual, moral, social and cultural development is fostered. Children gain an understanding of the local community because staff plan activities to promote this. For example, the local police force and firefighters visit the setting, and children go on visit and trips. Children develop an understanding of the wider world because they take part in cultural events such as dancing with sticks for Diwali. They raise funds for a range of charities such as Comic Relief. Consequently, children develop an understanding of those who may be different to themselves. Staff work well with children from different backgrounds. Consequently, they feel valued and important. Children with learning difficulties and/or disabilities are supported effectively through working with parents and outside professional agencies when required.

Children behave well and play cooperatively with their friends. They listen and respond when staff explain why they must share and not use unkind words such as 'Shut up'. Children understand the rules because these are discussed with them. Consequently, they willingly follow these and remind their friends during play if they do not share or take a toy from them. Children show good manners and high self-esteem because the staff are positive role models, promoting this through praise and rewards such as stickers and certificates.

Organisation

The organisation is good.

Good organisation of the session, premises and activities means that children can freely move around to access all types of play experiences. Activities are set out to stimulate children's interests and these are supported by a wide range of appealing resources. Staff are deployed to enable staff to carry out their responsibility to effectively support children's care, learning and play. The number of adults required to care for the children are exceeding enabling staff to provide individual attention to children as required. Consequently, they feel secure and happy.

All staff hold relevant qualifications which means that they can effectively support children's development and care. Clear procedures are in place to ensure that suitable staff are recruited and an induction system works well in practice to arm staff and students with the knowledge they need to fulfil their role. Staff are regularly appraised in their role to ensure that their training needs are met and they continue their professional development. Written policies and procedures are in place and successfully underpin the care of the children. Documentation about the children is stored securely to maintain confidentiality and regularly updated to ensure that children's individual needs are identified and met. Overall children's needs are met.

Leadership and management of early education is good. The management works alongside staff and leads by example. Consequently, staff feel supported and are actively involved in the planning and organisation of the day. As a result, they are able to explain the aims of the activities provided. The management has a clear view of how to improve the education and care for the children. Clear action plans are in place to ensure this happens and these are updated regularly to show the progress made. Activities are evaluated to ensure that children are learning from them and all children benefit from the inclusive provision provided.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that the 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

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The quality and standards of the nursery education are good.

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):

- develop systems to promote children's independence during snack time
- further develop systems for recording developmental progress for children under three years.

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):

- provide access to a wider range of resources to enable children to independently develop their creativity
- improve planning to show how activities are adapted to meet the needs of older and more able children
- improve systems to enable parents to extend their children's learning at home.

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