



Abberley Hall Pre-Prep

Inspection report for early years provision

Unique Reference Number	EY305083
Inspection date	16 January 2006
Inspector	Rachel Wyatt
Setting Address	Abberley Hall, Abberley, Worcester, Worcestershire, WR6 6DD
Telephone number	01299 896 101
E-mail	
Registered person	Abberley Hall School (602279)
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Abberley Hall Pre-Prep and Nursery was established in 1977 as part of Abberley Hall School, an independent school located near the village of Abberley in Worcestershire. The nursery and reception classes are based in the self-contained preparatory school buildings with an adjacent enclosed outside play area with safety surface. Children also have access to a nearby enclosed adventure play area and there are opportunities for walks and outings in the school's extensive grounds.

There are 86 children from 2 to 8 years on roll in the preparatory school. This includes 46 children aged from 2 to 5 years in the nursery and reception classes, of

these 29 children receive funding for nursery education. Support is available for children with special educational needs and for children who speak English as an additional language. The school also provides before and after school and holiday care for children aged from 3 to 8 years.

The school opens 5 days a week for 33 weeks of the year. The school day is from 08:15 until 15:30. Nursery sessions are from 08:15 to 12:45 and 12:45 until 15:30. Out of school care is provided from 07:55 in the morning and until 17:45 in the afternoon, and during holidays sessions are from 09:00 until 15:00 with early start session from 08:00 - 09:00 and late session from 16:30. Holiday club is available to children from the local community as well as pupils of the school.

There are six full-time and part-time staff working with children in the nursery and reception classes, with access to several specialist teachers for music, dance, physical education and swimming. All staff have a teaching or relevant early years qualification. Other staff from within the school support the out of school care. The school receives support from a mentor teacher from the local authority, and representatives from the school attend local early years partnership meetings. The school is a member of the Independent Association of Preparatory Schools.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand the importance of good hygiene. They know when and why they should wash their hands. Frequent outdoor activities and involvement in food preparation, such as pizza making, are used to remind children of the reasons for good hygiene procedures. During cooking they wear aprons and help to wipe down tables.

Children manage their personal care routines well, including visiting the toilet independently. Younger children have effective support from adults and child-size equipment helps them to become more self-reliant. Children learn about dressing appropriately, depending on the activity and weather. They are becoming adept at putting on outdoor clothes and footwear. During holiday club swimming sessions, the youngest children are developing coordination and confidence when getting changed and showered.

Children take part in many rewarding physical activities both indoors and outside. Swimming is much enjoyed, woodland activities and adventure play provide them with new challenges and children appreciate the freedom to be energetic during outside play times. They run, climb and balance with increasing control and confidence.

Should children have an accident or become unwell they receive appropriate treatment. Staff are well trained and familiar with the setting's first aid procedures. However, some inconsistencies in related documentation compromise children's welfare. Parents do not routinely sign accident records, although they do receive

written notification of any head bumps. Also a few parents have not given a clear indication as to their wishes regarding seeking medical advice and treatment for their child in an emergency.

Children are well nourished and enjoy food preparation activities. Children attending during the holidays bring their own lunches and snacks. They enjoy opportunities to cook marshmallows, toast and other snacks on a woodland fire. Nursery children enjoy varied food tasting and preparation activities which help them to be aware of foods from around the world as well as their own preferences. Nursery children have lunch with their older peers in the main school building. They enjoy varied meals and become increasingly adept at managing cutlery and feeding themselves. Staff ensure children have appropriate portions and assist those who are less confident.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to explore their surroundings in safety. Staff ensure children are well supervised but without inhibiting their play and spirit of adventure. Children are carefully introduced and reminded about rules and boundaries relating to their use of physical play equipment, during swimming and activities in the different outdoor and woodland areas. Children show a growing awareness of these issues. This means they can enjoy the freedom to build dens, toast marshmallows on an open fire, clamber across tree trunks, jump around on a bouncy castle and take part in swimming, whilst appreciating associated safety requirements.

Children use toys and equipment that are age-appropriate and well maintained. Staff follow clear guidelines regarding children's use of a range of physical play equipment and activities. Children get helpful advice from staff which helps them to get the most out of activities such as swimming and various ball games. Children also learn about the correct and safe way to use tools, scissors and cutlery. On walks and outings, for example around the school's grounds, they learn about road safety.

Children are also effectively safeguarded. Personnel involved in the children's care are all vetted. Effective collection arrangements ensure children only leave with those persons nominated by their parents. Staff are well aware of their roles with regard to the protection of children and familiar with the setting's procedures. Children are introduced appropriately to issues relating to their personal safety so they have opportunities to discuss feelings and to become aware of privacy issues during toileting and clothes changing routines. During walks around the school grounds they know about walking together, staying near staff and keeping within the boundaries of areas where they can play.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a good time in the setting. They enjoy rewarding activities which offer

them opportunities for challenge and exploration, especially during holiday club and outdoor activities. In the out of school club, the activities and games provided ensure children can relax both before school and at the end of the day. Children in the nursery are busily engaged in worthwhile activities which promote their understanding and develop their skills in practical, enjoyable ways such as playing with dough and making pizzas.

Along with their older peers, 2 and 3 year-olds are energetic and love being outside. They are interested in their surroundings. They listen and look out for passing helicopters. They try out streamers in the wind, test out different slippery surfaces and find interesting places to 'hide'. They enthusiastically investigate and climb amongst fallen or low-level tree trunks. They confidently use a range of physical play toys and equipment.

Children have positive relationships both with their peers and in mixed age groups. During holiday activities children aged from 3 years play together. In teams they search for items hidden around the woodland, they build dens and sit around the fire toasting different foods. Nursery children relate well together, sharing items during cooking and playing imaginatively at the dough table or during outside play.

All children benefit from the support of and warm rapport with staff. They ensure children of all ages have the freedom to explore and investigate for themselves, but they also readily join in children's activities, sharing in their pleasure and enjoyment. As a result children have fun and grow in confidence and independence.

Helping children make a positive contribution

The provision is good.

Children's individual needs and characteristics are well known. Staff are proactive in ensuring children can participate at their level. Effective procedures are in place to assess and support children with special needs, and to ensure their parents are involved in decisions regarding their child's activities and care. Through using appropriate resources and first-hand experiences, such as food tasting and cooking, children learn about aspects of their own and other people's lives.

Children are well behaved. They understand what is expected of them and respond well to the adults' high expectations. Children benefit from the adults' clear explanations which help to reinforce their appreciation of safety requirements especially. Children have good relationships with their peers. They often socialise and play well together. They take turns, share and are helpful.

Parents appreciate the quality of care for their children. From the outset they feel welcomed and well informed about the setting. Whether their children attend holiday activities or the nursery or out of school care in term time, parents receive helpful initial information about the setting. Additional information is provided via the notice board and they feel comfortable to discuss their children with the staff. Parents of children attending the nursery can contribute to their child's initial profile as part of their progress records and thereafter they receive regular feedback.

Organisation

The organisation is good.

Children benefit from being looked after by an experienced staff team who understand their roles and responsibilities. Children are grouped appropriately according to their age and abilities with suitable opportunities to mix with their older peers. Children enjoy the activities and experiences provided as sessions are well organised and run smoothly. Both the planning and adults' flexible approaches ensure that children of all ages can take a full part in activities. Consequently 2 year-olds are busily involved in all aspects of nursery life, whilst 3 and 4 year-olds attending in the holidays grow steadily in confidence and their ability to take part in quite challenging experiences. Activities are well resourced with regular changes to topics, toys and equipment in order to provide variety. Overall the provision meets the needs of the range of the children for whom it provides.

Documentation confirms the suitability of staff and supports the care of the children. Staff are familiar with procedures, thus ensuring children's welfare and safety. Policies generally provide clear practical guidance for staff. However, the otherwise comprehensive child protection procedures lack clarity regarding the role of Ofsted in the event of an allegation being made against a member of staff. Parents have access to clear complaints procedures but these do not entirely reflect the changes to the National Standards so parents are not fully aware of their rights.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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

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.

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 documentation so that parents consistently sign accident records and to ensure their intentions are clearly recorded regarding seeking any necessary emergency medical advice and treatment
- update policies, ensuring parents and staff are aware of any changes, so that child protection procedures reflect Ofsted's role if allegations are made against a member of staff, and to incorporate recent changes to the National Standards relating to complaints.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk