



## Allington Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY233505
<b>Inspection date</b>	21 September 2005
<b>Inspector</b>	Nikki Whinton
<b>Setting Address</b>	Newton Tony Memorial Hall, Newton Tony, Salisbury, Wiltshire, SP4 0HF
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<b>Registered person</b>	Allington Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Allington Pre-School opened at its present location in September 2002. It operates from the Memorial Hall in the rural village of Newton Tony, near Salisbury. A maximum of 12 children may attend the setting at any one time. The group is open each weekday from 09.10 until 12.10 during school term times. Children have access to the adjacent village playing fields for outdoor play.

There are currently nine children aged from two to under five years on roll. Of these,

six children receive funding for nursery education. Children attend from the local area. The setting currently supports children who speak English as an additional language.

The setting employs three staff. Two of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children increase their awareness of healthy eating through the varied menu of nutritious snacks they enjoy on a daily basis. They freely access drinking water in sufficient quantities to meet their differing requirements. Children's needs are discussed with parents, recorded and accommodated. For example, a child with milk intolerance eats carefully selected snacks. Children are cared for within an environment where their dietary needs are successfully met.

Children develop their understanding of good hygiene practices as part of the setting routine. They spontaneously wash and dry their hands after toileting and before snacks or after activities, such as touching crane flies during outside play. However, their developing awareness of health issues is reduced by staff not regularly explaining the reasons why children need effective hand washing regimes. Suitable registration procedures and documentation are in place to support children's good health. All staff have a current first aid qualification and written parental permission is obtained at the time of placement for the seeking of emergency medical advice or treatment.

Children benefit from daily physical play activities and regular opportunities to exercise in the fresh air. They move confidently and freely within the provision and outside play area, demonstrating good spatial awareness. Children thoroughly enjoy using the large outside play facility and age appropriate equipment, to support the development of their large muscle skills. Children improve their fine muscle coordination and control through the safe handling of a variety of equipment, tools and materials, such as scissors, paint brushes and pencils as part of their play or when pouring their own drinks at snack time.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play and relax within premises that are clean, well maintained, warm and welcoming to parents and children. They successfully develop self-care skills through activities such as selecting play materials and independent toileting. Children benefit from the staff's effective deployment and good understanding of safety issues. For example, a stair gate prevents children having access to the kitchen area and the premises are kept secure. Children are learning to share responsibility for their safety

through practical activities including taking part in emergency evacuation drills and tidying away equipment after play to prevent the risk of trip hazards. Children move around safely, freely and independently, as appropriate to their stage of development.

Children's welfare is supported by staff that have a secure understanding of child protection issues. However, there is no procedure for advising parents of the provider's responsibilities.

Staff have a good understanding of safety issues regarding the purchase and maintenance of equipment. As a result children self select and play with safe, suitable, age appropriate toys and resources that help to support their development.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident and settled. They enter the provision willingly, interact immediately with the welcoming staff and start making decisions for themselves regarding the activities and resources they wish to explore, such as small world figures or puzzles. They develop their social skills, through activities such as sharing paint pots during free painting or waiting their turn to share news at circle time. Children know each other well and benefit from the staff having a good knowledge of their home circumstances. They behave well, forming positive relationships with their peers and the small staffing team. They develop independence and self-care skills through activities including pouring their own drinks and taking turns to be the snack monitor.

Younger children receive good support to help them settle into the provision. Activities are not planned separately for the youngest children. They observe and learn from their older peers and begin to join in activities once they feel confident. For example, they enjoy investigating crane flies through magnifying glasses during whole group outside play.

All children benefit from the individual care and attention they receive. They appear happy and relaxed, which enables them to develop their self assurance and sense of belonging within the pre-school.

### **Nursery Education**

The quality of the teaching and learning is satisfactory. The staff plan and provide a suitable variety of practical activities to support children's learning towards the early learning goals. They know the children extremely well, act as positive role models and support their developing confidence, independence and self-esteem. However, the staff have undertaken limited training on the early years curriculum and do not yet have a secure knowledge of the Foundation Stage. Observations and assessments of the children are not consistently completed and any information that is obtained is not used in the planning of activities to promote their individual future learning. As a result, some planned activities may not be developmentally appropriate to meet children's differing needs.

Children are learning to use number, such as when counting small world animals or identifying chalk labels in the play ground. They are starting to solve simple problems and have practical opportunities to increase their awareness of shape, space and measure. Children have a good range of vocabulary, which they use confidently when talking to peers and adults. They are beginning to link letter sounds, recognise their name in print and enjoy sharing books with peers and adults. However, they have limited opportunities to practice or develop their early writing skills as part of their play. As a result, there are limited chances for children to consolidate or build on their previous knowledge.

Children increase their understanding of the world around them through opportunities including visiting the primary school's pond or taking part in nature walks around the village. Through meaningful activities, for example, eating noodles with chop sticks and making diva lamps, children develop their awareness of a range of cultures and beliefs. They take part in varied planned creative activities such as exploring play dough and junk modelling. However, some craft sessions tend to be adult directed, resulting in children not having the chance to initiate their own imaginative ideas. In addition, there are limited opportunities for children to develop or enhance their musical awareness.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are acknowledged and valued as individuals. They benefit from staff understanding and meeting their differing needs, such as using key Hungarian words to support a new child to the pre-school, who speaks English as an additional language. Children access a suitable variety of resources, including books and dolls, to help them increase their awareness of diversity.

Children behave well. They benefit from the staff's good role modelling and their effective use of praise and encouragement to promote children's positive behaviour. As a result, children learn to relate appropriately to each other whilst developing their awareness of right and wrong.

Children's spiritual, moral, social and cultural development is fostered. Children show developing independence, confidence and self-esteem. They enjoy sharing news about their home lives and are learning to listen to others. They begin to understand and express their emotions, for example, by using easily accessible named 'feely bags'. They increase their understanding of other cultures through activities such as role-play and food tasting. Children undertake interesting local outings and welcome meaningful visitors to the setting, for example, the local reception class teachers, to increase their understanding of the wider world.

The partnership with parents is satisfactory. Parents are made to feel welcome and there are informal opportunities to discuss care issues. This friendly approach helps children feel relaxed and self-assured whilst in the provision. Parents are provided with very limited information about the setting or early years curriculum prior to a child commencing in the pre-school or on a regular, ongoing basis once established in the group. They are not advised of the provision's policies or their access to them.

Parents receive an annual written report on their child's progress. However, they are not all aware of their access to children's developmental records and there are no planned opportunities for parents to discuss children's educational attainments with staff. Parents are not encouraged to share with staff what they know about their child's achievements to aid initial or ongoing academic assessments. As a result, children's individual stages of development across all aspects of learning cannot always be identified or the information used in the planning of activities to support future progress.

## **Organisation**

The organisation is satisfactory.

Children's learning and well-being is supported by staff who are suitable and appropriately qualified to care for young children. High staff to child ratios are maintained. There are effective procedures to record the daily attendance of children, staff and visitors, which has a positive impact in promoting children's welfare. However, there is no staff induction procedure in place and the management is currently unclear of its role and responsibilities concerning the induction of adults working in the setting. Documentation is carefully maintained and easily accessible to staff, should children's personal information be required, such as in an emergency.

The leadership and management is satisfactory. There are regular opportunities for the staff to liaise with the committee. However, the staff do not hold meetings to aid their communication, discuss care issues or assist in future planning. The leadership does not monitor the observations or assessments undertaken by the key workers and there is a lack of awareness of some gaps within the educational provision. The staff and committee have shared aims for the group and are working together to raise the profile of the pre-school within the wider community. There is a good partnership between the provision and village school, fostered through activities such as watching each setting's Christmas productions. This helps to support children in their transition into the reception class.

Overall, the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

As a result of the last inspection the group was given key issues for improvement and recommendations to help develop the quality of the care and education offered to the children.

Sufficient staff now have appropriate early years and first aid qualifications. The daily attendance of children, staff and visitors is accurately recorded. These improvements have had a positive impact on the quality of care offered to the children. However, the complaints procedure does not include information about Ofsted and parents are not made aware of their access to the policy. As a result, children's well-being may potentially be compromised.

The range of planned activities offered to the children currently attending is suitable

to promote their development. However, parents have limited opportunities to discuss their child's academic progress or achievements. As a result, the parents are not able to work in partnership with the staff to support individual children's progress.

### **Complaints since the last inspection**

There are no complaints to report.

## **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 satisfactory.

### **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 information available to parents prior to their child commencing in the setting. Ensure parents are made aware of the group's policies and procedures and their access to them
- ensure there are effective induction procedures in place for new staff that include health and safety and child protection policies and procedures

#### **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):

- develop staff's knowledge and understanding of the foundation stage and early learning goals
- improve the planning and monitoring of the educational provision, to ensure regular observations and assessments are undertaken on the children across all areas of development. Use the information obtained in the planning of activities to support individual children's future learning
- improve the partnership with parents, to ensure parents are provided with information about the early learning goals and are encouraged to share with staff what they know about their child to aid initial and ongoing assessment. Develop regular opportunities to inform parents about their child's educational progress and achievements.

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