

# Carrington Pre-school and Nursery Group

Inspection report for early years provision

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**Unique reference number**

EY240824

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02/02/2010

**Inspector**

Gillian Walley

**Setting address**

2 Chapel Road, Flackwell Heath, High Wycombe,  
Buckinghamshire, HP10 9AA

**Telephone number**

01628 523 356 / 07817 335038

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Carrington Pre-School and Nursery Group opened in 1975 and is managed by a voluntary committee. It operates from two classrooms within Carrington Infant School. One classroom is shared with the Reception class when not used by themselves; the pre-school has sole use of the other room. There is a fully enclosed outdoor area. The pre-school serves families from the local surrounding area. The pre-school and nursery both operate for five sessions a week, term time only. The pre-school runs from 09:00am until 11:30am and from 12:30pm until 3:00pm; the nursery runs from 12:30pm till 3:00pm. Children attend for a variety of sessions with older children attending the nursery sessions. There are currently 70 children aged from three to five years on roll. The setting is registered for 48 children from three to five years and eight children under two years. Many children receive nursery education funding. The pre-school supports children with special educational needs and those learning English as an additional language. A total of nine staff are employed to work directly with the children. There are currently seven staff who hold relevant childcare qualifications, and a further two members with long term experience. The preschool is registered for Early Years and receives support from the local authority. It has good links with the neighbouring Infant School.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is judged to be good. All children make good progress because the pre school is inclusive and meets their individual needs well. The Manager and her staff team are experienced and well qualified, and they evaluate their policies and procedures regularly in order to identify areas where they could improve. Consequently the pre school has a good capacity to improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- to further improve the early years provision the registered person should develop a system for monitoring children's progress so that there is no discrepancy between the rates of progress of different groups
- to provide parents with written information about children's progress
- to provide more opportunities for children to develop their understanding of how different people live and celebrate

## The effectiveness of leadership and management of the early years provision

The pre school is well led and managed, and runs very smoothly on a daily basis. There have been many improvements since the last inspection report and the

Manager and her team monitor the provision regularly so that they identify areas to develop further. Parents now know how they can make a complaint should they wish to and parents specify who may collect their child if they cannot do so themselves. The children's key persons plan activities which will challenge all children including the most able ones, and these are mentioned on the plans for each session and in each child's records, although the Manager has no system for comparing the rates of progress of different groups of children or in different areas of learning. The staff are a very strong and experienced team who update their skills with regular training, for example in developing better role play opportunities and in improving food hygiene. There are rigorous procedures for ensuring that children are safe and secure, for example when new staff are appointed they are vetted appropriately, and all policies and procedures are reviewed frequently. Visitors sign in and doors and gates are kept locked. The staff carry out daily checks throughout the premises to make sure there are no hazards. If a child is unwell, has an accident or needs medication two adults witness and share the details with parents in writing so that they are fully aware. The children practise leaving the building in an emergency through regular fire drills so that they understand what to do.

The pre school works in close partnership with parents who are very happy with the provision. They feel that their children develop well and make especially good progress in their social skills, confidence and independence. They feel their children are safe and well cared for because the staff are very vigilant and know the children very well, and also because of the routines they follow, for example at dropping off and collecting times there is always an adult at the door supervising the children closely. Parents are always made welcome and like to share information with their children's key person at dropping off time. They are also allocated one day each term when they stay for the whole session as a helper, which enables them to see how the pre school runs and how their children learn, and also to see their child's records of progress including observation notes and photographs. The key persons talk to parents on these days although they do not provide parents with written information about the children's progress. Parents like the way the children are allowed to choose what they want to do and can take in treasures from home to talk about. They feel the Manager values their opinions because she carries out surveys regularly. They are kept well-informed about what is going on through regular newsletters and there is useful information about other services which may be helpful on the notice board. The pre school also has very good links with the adjoining infant school which helps the children to settle easily when they move on, and also reassures parents. The children have PE lessons in the school hall and attend many of the school's special events. They are taken to visit the Reception class and to meet the teachers, and they also play with the Reception class children each week. The pre school works well with other agencies to support children who may find learning more difficult, and their families, so that they make good progress. The staff liaise with parents so that they can deal with the child's difficulties the way parents deal with them at home, and this gives the children consistency.

## **The quality and standards of the early years provision and outcomes for children**

The provision is good and enables each child to make good progress. There is good support for children who are learning English as a second language. The children enjoy coming to the pre school and like the times when they play outdoors, go for walks to the local library, or play with their friends. The staff encourage the children to choose what they want to play with from a very wide range of attractive resources which they can reach easily. They have a stimulating room with role play areas, a cosy book corner, many puzzles and construction kits. The children develop their imagination by dressing up, and have many opportunities to develop their early writing skills and there are letters and words displayed around the classroom to help them. They enjoy creative activities such as painting and making collages, and the staff encourage them to acquire new skills such as being able to use scissors, or how to fold paper so that it will fit into an envelope, and they learn how to solve puzzles on the computer. Outdoors the children learn in a very well planned and spacious area. They develop their physical skills well and learn about the world around them, for example by growing bulbs, plants and vegetables which they can then cook and eat. The children develop high self-esteem because their pictures are displayed on the walls. The adults question the children while they are learning to encourage them to investigate and explain. They praise the children for sharing and listening carefully, and are good role models for them. Consequently the children behave very well and respect adults and one another. They stop what they are doing and listen to instructions as soon as an adult asks them to. They are calm and relaxed, they settle easily at the start of each session and they are confident to talk to visitors. The staff deal with the children positively so that they learn to understand how to make the right choices.

The children understand the importance of a healthy lifestyle because they enjoy healthy snacks and they know to wash their hands before they eat. They sit patiently whilst waiting for their snacks, and the staff encourage them to count how many children want to drink milk and how many prefer water so that they talk about numbers in situations which they understand. They learn sounds by looking at one another's names on their place mats. Many of the activities provided are linked to a theme such as a favourite story the children have listened to, and this helps the children to learn specific vocabulary.

The children gain some understanding of the different ways people live because the staff provide special activities such as making masks and eating noodles at Chinese New Year, and visitors may come in to show the children interesting objects, but the children do not have many multicultural toys, dolls and books to play with and this restricts their awareness of differences.

The adults observe the children closely and keep detailed records of their progress and development so that they know what opportunities to provide for them to help them to move on.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met