



Dinton Pre-School

Inspection report for early years provision

Unique Reference Number	EY251178
Inspection date	02 November 2005
Inspector	Jan Leo

Setting Address	Village Hall, Dinton, Aylesbury, Buckinghamshire, HP17 8UH
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Telephone number	07753 118 315
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Registered person	Valerie Partington
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Type of inspection	Integrated
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Type of care	Sessional care
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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?

Dinton Pre-school has been open for over 20 years but was taken over by a private provider in June 2003. The registered provider is supported by a parent liaison group.

The pre-school operates from Dinton Village Hall, in the village of Dinton, which is located mid way between Aylesbury in Buckinghamshire, and Thame in Oxfordshire. The premises comprise the main hall, a small room at the rear of the hall, storeroom, kitchen and toilets. Children have access to a secure outdoor play area.

The group is registered to care for up to 26 children at any one time, and there are currently 41 children on the roll. This includes 18 children who are in receipt of early education funding. The pre-school currently supports a number of children who speak English as an additional language.

Sessions run from 09:15 until 11:45 each weekday during term time, with an optional lunch club available from 11.45 until 12:45. Afternoon sessions for younger children take place on Mondays, Tuesdays and Thursdays from 13:00 until 15:00. All children attend for a variety of sessions on a part time basis.

There are seven staff working with the children, six hold early years qualifications to level two or three.

The pre-school receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children follow some good practice in order to stay healthy. They play in a clean environment and learn to cover their mouth when they cough. Children wash their hands regularly and some need little prompting. Staff provide a bowl of warm water for hand washing, but all those present share this. Staff do not always change the water frequently, and children sometimes use it after messy activities and before they eat. This puts children at risk from the spread of germs. Children have free access to drinking water and take pleasure in pouring their own drinks. Staff supervise closely to make sure children follow the system designed to identify used beakers, but they can be distracted resulting in children re-using some cups. Children experience a wide variety of foods at snack time to broaden their taste and develop their interest in foods from around the world. All are encouraged to try new foods and most do so enthusiastically. Some enjoy their taster, and then repeatedly dip their teaspoon into the communal bowl exposing others to their germs. Children regularly participate in outdoor play to benefit from fresh air and exercise but, at times, activities are limited and offer few challenges. Staff regularly remind families to provide children with appropriate protection against the elements, for example, sun cream and hats in hot weather, and warm clothing as the days get cooler. They record accidents clearly and remove discomfort effectively when children get hurt, but some accident records are not signed by parents or carers to keep them informed of their children's health issues.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe from harm because staff supervise closely and follow rigorous procedures to remove hazards. Staff complete formal risk assessments covering all aspects of the provision and meticulously carry out checks before children arrive. All staff take responsibility for keeping the environment hazard free and routinely explain

safety issues to children to help them learn to keep themselves safe. Children have ample space to play without bumping into each other, and they learn to tidy away and remove trip hazards. Staff check equipment for damage every time it is used, and organise storage to offer children as much independence as possible. Staff bring a selection of resources out each day for planned activities and provide additional equipment on a trolley for children to access by themselves. Even the very young children know where to find things, and safely fetch what they need to personalise their work. All children practise fire drills regularly in order to make sure everyone knows how to evacuate the building without panic. Staff have a good understanding of child protection issues and update their training regularly to ensure they are competent to respond consistently if they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

All children feel welcome and form strong relationships to enable them to choose what to do and who to play with. They freely move from one activity to another, sharing ideas and contributing equally to develop games. Several creatively develop imaginary play, selling ice creams and burgers using no actual resources. Most eagerly try everything on offer and thoroughly enjoy mixing Chapattis with adults, and decorating treasure boxes for Eid. Some children prefer to work alone and sit for considerable time, engrossed in a computer program. At times, young children struggle to express themselves and resort to grizzling but staff react speedily to relieve their frustration and restore calm. Staff join in with play and spend much of their time on the floor to ensure children can see what they are doing. Children feel comfortable with the staff and automatically snuggle up for a story or climb onto the adults lap for a cuddle. Children receive high levels of support and attention to make them feel special and help them develop. As a result, they are becoming increasingly independent and willingly try doing things for themselves, secure in the knowledge that staff are close by if they need help.

Nursery Education

The quality of teaching and learning is good. Children develop their knowledge and understanding mainly through play they initiate themselves. Staff join in to extend conversations and promote reasoning. As a result, learning happens easily because it is very relevant to the children. Staff plan the timetable well to give all children the same learning opportunities and they ensure the programme includes a broad range of practical experiences to make learning interesting and add meaning. Children are confident to negotiate with staff when wanting to join in messy play while dressing up, suggesting themselves that they could wear an apron over the frilly dress. Most are eager to learn and listen intently to explanations about what it is like being a Muslim, and they confidently share their own thoughts and experiences.

Children work well together and alongside each other. They are beginning to understand the needs of others and treat their peers with respect. Most join in with encouragement, but exceptionally quiet or shy children could benefit from additional help to become fully involved. Children learn to recognise their names through

effective use of name cards at snack time, and they know when their card is missing. Children are developing their writing skills and some freely add their name to their work, forming recognisable letters by concentrating on pencil control. Staff successfully develop and reinforce number work throughout the day to help children grasp the concept of numbers and recognise numbers up to 10. Children enjoy numbers and some find it easy to develop their own number games. Children learn about their local community and the wider world through a varied programme and interesting topics. As a result, children appreciate diversity, understand about how things grow and change, and use modern technology competently. Children's creative talents flourish without inhibition by adults and they take pride in showing off their work. They enjoy getting messy and having opportunities to feel different media. Children independently access resources to make their craft work more individual, and they use their imaginations well to develop role-play games. They have regular opportunities to play outdoors and there is ample space to run round. They kick footballs skilfully, and enjoy imaginary games in the playhouse with no resources. There are some missed opportunities to extend ideas, and some activities are uninteresting and offering little challenge. Staff do not make full use of the outdoor areas and equipment to develop all areas of the curriculum.

Helping children make a positive contribution

The provision is good.

Children learn a great deal about cultural differences and customs to help them accept diversity without question. They eagerly join in practical activities to experience making foreign food, and listen intently when told about using a prayer mat. Everyone mixes well and actively contributes to discussions about their home life to share information with others. The staff support all children to help them overcome their frustration when unable to manage difficult tasks, and children are learning to develop concern for others. For example, one very young child was pleased to report 'he's feeling alright now' as she pointed to a child who had been crying. The children occupy themselves productively, some choosing to join friends while others work alone or watch from the sidelines. Staff adopt effective behaviour management strategies to retain control of the children whilst they play freely and they form a harmonious group, which behaves well. The partnership with parents and carers is good. Staff call on parents' skills to broaden the range of good quality learning opportunities for children. Parents willingly give their time to share their knowledge, and staff value their input. Staff consult families about proposed changes such as the introduction of parents' evenings, and tailor practice to suit their needs. Parents and carers can contribute further by becoming part of the parents' liaison committee and get fully involved in the way the group operates. This results in a valuable openness enabling daily practice to fully meet the needs of the children and their families, and encourages the continuation of learning at home. Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children learn easily due to the skill and teamwork provided by the staff. Staff deploy themselves effectively to support children as they play, and they develop child-initiated activities to extend learning. All records, required by regulation, are in place and up to date. Changes to the daily register are sometimes difficult to read and could cause confusion when determining times of arrival. Staff address changes in legislation promptly and continually strive to improve the care and education programme in order to raise standards for the children.

The leadership and management of the provision are good. The staff are well supported and encouraged to continue with their personal development to further raise standards. All staff contribute to planning and follow well thought out procedures for monitoring and developing children's progress. Staff work well as a team and each takes responsibility for maintaining standards within the group and reinforcing good behaviour. As a result, the children receive consistent messages, feel secure within the setting, and enjoy their day.

Improvements since the last inspection

At the last inspection, the provider was asked to ensure that all records and agreements relating to day care activities were in place, and staff were required to increase their knowledge and understanding of child protection issues.

All documentation is now in place and generally clear and easy to follow to provide the details required for the safe and efficient operations of good quality care for children. Some staff have undertaken child protection training and shared their knowledge with the rest of the staff. Clear child protection policies and procedures are in place and staff are going to automatically update their training in this field every three years to ensure they can react appropriately to any concerns and take prompt action to safeguard children from harm.

Complaints since the last inspection

There are no complaints to report.

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.

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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):

- actively prevent the spread of infection by improving hand washing facilities and avoiding communal bowls at snack time
- ensure all accident records are shared with parents and carers and a signature is obtained to acknowledge the entry

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):

- make better use of the outdoor area to develop all areas of learning

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