



## Ashill Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	142942
<b>Inspection date</b>	07 December 2005
<b>Inspector</b>	Michelle Tuck
<b>Setting Address</b>	School House, Ashill, Ilminster, Somerset, TA19 9ND
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<b>Registered person</b>	Ashill 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 satisfactory. 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?

Ashill Pre-School was established in the 1970's. The group opens for varying amounts of sessions throughout the year; two in the autumn term, four in the spring term and five in the summer term. The opening times are 09.15 - 11.45 and registration is for eight children aged 2 - 5 years.

There are currently five children on roll, of which three are in receipt of funding for Nursery Education. There are no children attending who have special educational

needs or English as an additional language.

Due to the small numbers of children attending the group, there is an expectation for parents to support staff and children within the setting on a rota basis. Staff are supported by a voluntary committee, made up mainly of parents. The group have developed good links with Ashill School, to which it is attached, and also receives support from the Local Authority. The majority of children attending live in Ashill and the surrounding villages. Many of them will go on to attend the village school.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children benefit from regular drinks and snacks. Children's individual dietary requirements are met appropriately through discussion with parents and recording. Children benefit from drinks of warm milk on cold days and have snacks of fruit and plain biscuits. Healthy eating is promoted through topic work and activities.

Children learn the importance of good hygiene through staff reminding the children to wash their hands before snack time or after using the toilet. Children are protected from cross infection as paper towels and liquid soap is provided.

Children develop their physical skills daily. Regular opportunities are provided for the children to ride on toys, run around and play games, for example, "what's the time Mr Wolf?". Children's minor accidents are able to be effectively treated as staff hold current first aid certificates. All accidents are recorded, however not all entries have been signed by the parent.

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

The provision is satisfactory.

Children are cared for in a warm and welcoming environment. Children move around freely and self-select from the activities and resources on offer. Resources are age appropriate and well maintained. These are stored at child's height, so children can develop independence when choosing and tidying away toys. Children are generally safe within the setting although there is no ongoing, recorded risk assessment to identify and minimise hazards. For example, a socket cover had been removed and had not been replaced, leaving the socket accessible to children, while the session was taking place. Children are aware of potential hazards through discussion. For example, staff ask children what they think could happen if they rock on their chair.

Children are involved in fire drills to alert them to evacuation procedures. However, there is no written fire log in place and new staff are unaware of the correct procedures to follow and their frequency. Children are protected from people entering the building as there is sufficient security of the premises which is appropriately monitored by staff and parents.

Children's welfare is appropriately safeguarded as staff have knowledge of child protection issues through training. However, the child protection policy does not accurately reflect the procedures to follow if an allegation is made against staff.

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

The provision is good.

Children benefit from a well resourced environment; they are interested and involved in the available activities. Their behaviour is good. Staff encourage the children to talk about what they know and share experiences. They ask open questions to encourage the children to think, which promotes their language skills and extends their vocabulary. The daily routine is organised to include adult led activities, outdoor play and quiet times so the children's day has a good balance of different activities. Children are familiar with the routine and follow the rules. They are confident and show increasing independence.

#### **Nursery Education**

The quality of teaching and learning is good. The children are encouraged to take part in a wide variety of activities which help them make good progress towards the early learning goals. The children arrive and settle quickly, selecting which activities they want to take part in. They are beginning to take turns and play well together, enjoying each others' company. Children know where the resources are kept, they are encouraged to help tidy away and know the routine of the day. They line up to wash their hands before snack time, and help prepare the room for story time. Children are confident communicators and initiate conversations. They use language to negotiate and play together. For example, children playing with the train track talk about sharing the carriages and what is fair. Children use language well to describe what things feel or look like. For example, staff ask the children what the pasta feels like; one child answered "spiky".

Staff extend the children's learning in everyday activities. For example, at snack time a member of staff asked the children what the outside of an orange was called. Children answered correctly "skin". Children were asked if they could eat the skin of an orange; a child answered "no", but said "we can eat the skin of an apple".

Children count confidently and show an interest in numbers. They use mathematical language during play. For example, they use describing words such as big and little or empty and full when pouring the pasta into different containers. Children have access to everyday technology in the role play area, such as cash register, and cooker.

Children each have an individual play plan with a particular focus appropriate to each individual's need. Observations are made to assess what each child can do and then targets are set for their expected learning. Staff have good knowledge and understanding of the Foundation Stage, using the six areas of learning to plan activities. However, plans do not show how the children partake in activities to cover all six areas within the week. Overall, children are making good progress in all areas of learning.

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

The provision is good.

Children are encouraged to learn about the local community and wider world through planned activities and topics of festivals. Planning shows that children are exploring the village and their surroundings and with close links to the school they learn how they fit into the community. Boys and girls have equal opportunities in all they do. Although there are no children currently attending with special needs, the staff are aware of the different needs of those attending. Children behave well; they cooperate and share. The staff give them praise and encouragement for their achievements which results in them having a good self-esteem. Staff are observant and consistently manage the situation ensuring that all children are involved in activities and individual needs met.

Children enjoy each others' company; interacting and socialising well. They take turns and share well, showing independence when choosing and taking part in activities. Children are confident to speak out in a group, talking about their families and home life. The provision fosters children's spiritual, moral, social and cultural development.

A good partnership with parents contributes to consistency in the children's care and wellbeing whilst at the pre-school. Detailed information about each child is shared between the parents and the pre-school, to ensure appropriate care is given. Information about the setting is shared with parents through a notice board and prospectus.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children's care is adequately supported by the appropriate organisation and satisfactory leadership and management of nursery education. The premises and outdoor provision are organised to allow the children access to a variety of different play opportunities to support development and learning. Most necessary documentation is in place and available. However, some policies and procedures need updating. There is no system in place for induction of new staff or parent helpers, which results in inconsistencies of effectiveness in the organisation and operation of the session.

Staff at the pre-school have a sound knowledge of child development. They continue to attend ongoing training courses to improve and update their knowledge of child care and education. The effective use of assessing and monitoring children's individual progress helps children to learn and achieve.

## **Improvements since the last inspection**

At the previous care inspection it was recommended that the child protection policy was reviewed to ensure it included procedures to follow in the event of allegations

being made against a volunteer or parent helper. This is still outstanding.

At the last nursery education inspection there were no key issues, however a point for consideration was made for the group to support the awareness of all those working with the children, by providing detailed information about the possible learning aims and intentions of daily activities. Plans are made for one particular activity each session. Learning outcomes and evaluations are made for each one.

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

There have been no complaints made to Ofsted since the last inspection. 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**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. 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 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):

- ensure a fire log is kept.
- extend the child protection policy to include procedures to follow in the event of an allegation made against a member of staff or parent helper and update the complaints procedure to include Ofsted as the registering body
- develop a system of induction for new staff, parent helpers and volunteers.

#### **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):

- ensure children have daily opportunities to participate in a balance of activities for 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](http://www.ofsted.gov.uk)