



Haydon Meadow Pre School

Inspection report for early years provision

Unique Reference Number	508009
Inspection date	16 January 2006
Inspector	Karen Louise Prager

Setting Address	The Haydon Centre, Thames Avenue, Haydon wick, Swindon, Wiltshire, SN25 1QQ
Telephone number	01793 706696
E-mail	
Registered person	Haydon Meadow Pre-school
Type of inspection	Integrated
Type of care	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.

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?

Haydon Meadow Pre-school opened at its present location in 1988. It is situated in the Haydon Wick community centre to the north of Swindon.

There are currently 91 children from 3 to under 5 years on roll. This includes 65 funded three-year-olds and 23 funded four-year-olds. Children attend for a variety of sessions. The group has experience of caring for children with a variety of special needs. There are currently two children attending who speak English as an additional

language.

The group opens five days a week during school term times. Sessions are from 09.00 to 11.30 and 12.15 to 14.45.

Five part-time and five full-time staff work with the children. Four have early years qualifications. There are two staff who are currently on training programmes. The setting receives support from an advisory teacher from the Swindon Surestart Partnership. The group has achieved Pre-School Learning Alliance Accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in attractive, clean premises. They are suitably looked after if ill and appropriate procedures and policies are generally in place. Children are starting to learn about caring for their bodies, for example, staff discuss the need to wear warm clothes on cold days.

Children benefit from daily routines which provide a hygienic environment. They are beginning to understand how to keep themselves healthy through the provision of healthy snacks and access to drinking water from jugs and cups. There are also well organised, regular hand washing routines.

Children benefit from regular opportunities to play in the small outdoor play area participating in varied activities chosen by the staff. However, there is little opportunity for robust exercise, either indoors or out.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe environment which is well maintained. They play in a well prepared play room and their safety is of high priority. However additional equipment limits the amount of play space available to children. Risk assessments are regularly carried out to ensure that activities are safe and enjoyable for children. All relevant safety documentation is in place and staff are aware of their responsibility to keep children safe.

Children use safe resources. There is a broad range of toys and equipment which is regularly checked and cleaned to keep children safe. They offer sufficient challenges for the children and meets individual children's needs. The staff supervise and monitor the children's activities. Regular discussions ensure children know and comply with safety, health and care routines.

All children are protected from abuse. Staff have a good understanding of how to protect children, and are aware that children's welfare is their first priority. They are aware of the signs and symptoms of possible abuse. Staff regularly attend training to

update their knowledge and appropriate policies and procedures are in place based on local guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. The environment is calm, with a welcoming atmosphere for children. Children relate well to staff, through caring relationships they have established through the use of a key-worker system. Staff communicate well with the children and this helps children to enjoy and achieve. Children are developing good social skills and they enjoy each other's company. Staff are consistent with praise and encouragement.

Nursery Education

Children are learning well, due to staff's good understanding of the Curriculum guidance for the Foundation Stage. Children enjoy and benefit from opportunities to access a good range of different play experiences. Their physical skills develop as they build with construction toys and complete puzzles.

The quality of teaching and learning is good. Children are motivated and interested in a broad range of purposeful and developmentally appropriate indoor and outdoor activities which provide good levels of challenge appropriate to their age and stage of development. Staff are actively involved in children's learning and set targets for their achievements. Children are becoming confident and are developing positive self esteem. They understand that print carries meaning, through daily access to reading and writing materials. Therefore children are developing an understanding of writing for different purposes. Staff actively reinforce children's knowledge, for example children benefit from small group work on a regular basis. Theme based creative activities are planned daily. However, more general creativity throughout the session is not extended by staff to enable children to explore and develop their own ideas. Children are developing an awareness of number through planned activities and are beginning to spontaneously count in their play.

There is a named special needs co-ordinator, who communicates with the local area special needs co-ordinator. She accesses courses via the partnership and uses her developing knowledge to support children within the provision.

Staff monitor and record children's progress. Children's achievement is recorded and their next steps of learning are identified. Parents are provided with information relating to the foundation stages and nursery education.

Helping children make a positive contribution

The provision is good.

Children are kind, considerate and thoughtful to each other spontaneously, for example, making room on the carpet or listening and responding when being spoken to. Clear and high expectations from staff enable children to learn to share and take

turns. Staff provide good role models for children by being calm and polite. Regular praise and support means that children develop confidence and self esteem. Children respond promptly to requests from staff to tidy up and they enjoy the opportunities for taking responsibilities at snack time. Relationships are good at all levels. Children understand their own needs and begin to respect the needs of others. As a result children's spiritual, moral social and cultural development is fostered.

The effective partnership between the staff , parents and external agencies encourages all to work together to meet each child's needs. All children are included and valued and adaptations are made to enable full participation. The quality of the partnership with parents is good. Relationships are open, friendly and professional. Parents are provided with information such as daily activities and current themes both through the parent's notice board and regular newsletters. Meetings are arranged for parents to discuss the children's achievements in more depth. Parents have the opportunity to come into the setting and contribute to their children's education.

Organisation

The organisation is good.

There is a clear sense of purpose within the setting. Management value their staff and provide opportunities for them to progress. Staff are committed to continuous improvement and development through regular training opportunities. Children's care is enhanced by efficient and effective organisation. All necessary documentation is maintained, and kept up to date. The quality of leadership and management of the nursery education is good. Knowledgeable practitioners fully understand and follow the settings policies and procedures to protect children, promote their well-being and develop their potential.

Staff use their time well. The manager deploys sufficient staff, so children receive appropriate attention. Staff provide children with support, that enables them to participate in small group activities and individually focused activities.

There are arrangements to monitor and evaluate children's progress. All staff contribute to curriculum planning and their ideas and experiences support children's learning. The provider meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the setting was asked to ensure snacks are provided in sufficient choice and quantity to meet children's needs and ensure good hygiene practices are in place regarding hand washing. These have been satisfactorily addressed as the selection of snacks has been increased and hand washing procedures have been reviewed and reorganized. A further recommendation regarding written permission from parents for medical advice or treatment has not been addressed.

Recommendations were raised with regard to observation and assessment of children, children's mathematical experiences and large muscle development. Teaching of children has improved in some of these areas which enhances the children's achievements. However, opportunities for children to extend their large muscle skills remain limited.

Complaints since the last inspection

Concerns were raised on 16th November 2005 in relation to National Standard 1 (Suitable Person). It was alleged that a member of staff was showing unsuitable behaviour. We wrote to the registered person who provided a report into the concern. The report was reviewed and no further action was taken.

The provider continues to meet the national standards and remains qualified for 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.

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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):

- request written permission from parents for seeking emergency medical advice or treatment
- ensure the inside space requirements are met and that the outside area is used more extensively.

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):

- increase opportunities for children to develop creative skills throughout the

session.

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