



Hamble Village Preschool

Inspection report for early years provision

Unique Reference Number	511086
Inspection date	24 January 2006
Inspector	Lynn Reeves
Setting Address	The Memorial Hall, High Street, Hamble, Southampton, Hampshire, SO31 4JE
Telephone number	07708 426134
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Registered person	Hamble Village Preschool
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?

Hamble Village Pre-school is a committee-run pre-school which opened in 2000. There are currently 62 children from 2 years to 5 years on roll. This includes 46 funded 3 year olds and 10 funded 4 year olds. Children attend for a variety of sessions. The group supports children with special educational needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30

until 12:00 Monday to Friday, and 12:30 until 15:00 on Tuesday, Wednesday and Friday afternoons.

There are six members of staff who work directly with the children, three of whom hold early years qualifications. The group also employs an administrator. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership and is a member of the Pre School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good hygiene practices and follow personal routines such as washing their hands after playing with the paints and sand, after toileting and before eating. Children help themselves to drinking water and recognise when they are hot; they learn how to look after their bodies when the weather is colder as they wrap up in coats, scarves and hats when playing outside. Children's risk of infection is minimised because staff implement effective health and hygiene policies and procedures, for example, they wear disposable gloves when changing nappies and use anti-bacterial spray to disinfect tables before snack time. The children are well protected as staff attend a rolling programme to update their first aid training and food handling and respond to accidents and the administration of medication effectively, recording all relevant information and sharing this with parents. Children enjoy daily opportunities to participate in activities developing their co-ordination and skills, for example, riding the sit-on-toys, kicking footballs and playing on the climbing frame. They are beginning to learn about their bodies and find different ways to use their muscles when throwing and catching bean bags, crouching down and stretching up high as they dance to music and when playing various ball games. Children develop good self-care skills as they attempt to do up their buttons on their coats, help to tidy things away, pour their own drinks and visit the toilets independently. Children benefit from a healthy diet, they confidently choose what they would like to eat from a range of fresh fruit and healthy options and discuss what is good for them. Children are given opportunities to try new things, for example, this week they are trying Barm Brack bread as they learn about Ireland, and children's dietary needs are recorded and catered for.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are bright and welcoming, and children's work is displayed on the walls, making them feel valued. Children access a very good range of play equipment and resources, which are stored at low level and rotated, increasing opportunities for them to be independent and enabling them to make their own choices. Children are safeguarded because staff pay high attention to ensuring risks and hazards are minimised, for example, ensuring the premises are secure, using passwords for the collection of children, cleaning up spillages immediately and removing hazards from

the floor. Staff ensure all resources are checked before the children arrive and complete written risk assessments which are evaluated. However, visitors do not record contact details, which impacts on children's safety. Children move freely and safely between the inside and outside learning environment and develop a good awareness of safety through participating in road safety activities and practising emergency evacuations. Children are given sensitive reminders about keeping safe, for example, not to run around the hall, to handle scissors correctly and to pick things up from the floor so others do not fall over things. Staff's good knowledge and understanding of child protection issues helps to ensure children are protected from harm and neglect, although the recording of existing injuries has details missing, which impacts on children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop very good independence as they confidently run into pre-school, hang up their coats and find their peers. Children remain interested and involved in their learning and they are provided with a good range of stimulating activities and learning opportunities. Children are made to feel welcomed as the practitioners are getting to know the children well and the key worker system helps to secure relationships between the children and staff, developing a strong sense of trust and belonging. Children enjoy a vast range of opportunities to express their imagination, especially in role-play where they act out roles in the restaurant. Children make good progress because staff are knowledgeable and support them. Younger children are developing good communication skills as they contribute to group discussions and are becoming competent learners as they are integrated into older groups. Practitioners interact well with the children, they make themselves available to offer help and assistance, knowing when to stand back to let play develop. Children are provided with a range of experiences to keep them stimulated and interested. Staff recognise the value of play, enabling children to play and work together in large and small groups as well as independently.

Nursery Education

The quality of teaching and learning is good. Children are progressing well because practitioners have a secure understanding of how children learn and knowledge of the Foundation Stage. They use open-ended questions to make children think and adapt techniques according to the age and ability of the child. Practitioners implement a varied range of teaching methods to introduce an exciting range of activities and experiences to all children, including those with special educational needs and those who have English as an additional language. Staff work well together as a team, monitoring children's progress and gathering information to plan for the children's next steps of development. Staff are keen and enthusiastic and are good role models for children, encouraging them to use their manners and saying "Please" and "Thank you".

Children show a sense of belonging and have a high level of independence, freely selecting equipment for themselves. They are eager to learn and concentrate well,

showing good perseverance with activities, for example, children using scissors to cut up the tissue paper and card to make their flags. They select books independently and begin to develop their understanding of sounds and letters as they find their name cards for snacks. However, labelling of resources is limited, which prevents children consolidating their learning of familiar words. Children attempt to make marks to paper on the writing table whilst colouring with crayons and use chalks on the board. However, there are limited opportunities for them to practice emergent writing, for example, in role-play or to attempt to label their own work. Children's vocabulary is developing well as they discuss the weather at registration time and discuss things about Ireland. Children independently use a range of tools, for example, rolling pins, cutters, scissors and glue sticks, to build and join things together. Children gain confidence in using numbers as they head count during registration, count how many children are around the snack table and compare numbers using simple board games, compare bears and counting bricks. They manage to solve simple mathematical problems by working out how many Popoids they will need to build a rocket and how many pieces make up the jigsaw puzzle. They develop their understanding of weight and measure as they use objects in the sand tray, funnels and bottles in the water tray and scales to measure cooking ingredients. Children recognise and make simple patterns as they use cut up vegetables in paint and make handprints, which they then count.

Children learn about themselves and their families through discussion and topic work and acquire knowledge of their environment through outings and visitors to the group. They use everyday technology, for example, magnifying glasses, scales, telephones and tills, and demonstrate good mouse control as they access the computer, all of which supports their learning. Children demonstrate good spatial awareness as they push prams around the room, taking care not to bump into others, and negotiate obstacles in the playground as they ride their bikes and scooters. They use their imagination well in the role-play area where they decide what characters they want to be and find the relevant resources. They express themselves and communicate their ideas during structured activities and free-play, for example, talking about what colours their flags are going to be, sharing photographs of their visits to Ireland and what the bread tastes like. Children experiment with a range of media, for example, sand, water, play-dough, rice, pasta and paints, and use their senses to touch, feel and smell the differences.

Staff work very well as a team suggesting new ideas and methods, setting the planning and monitoring the children in a variety of ways to identify individual targets for children to work towards. Staff organise play resources well to ensure children can make choices. They recognise the group's own strengths and weaknesses and provide a curriculum which meets the needs and abilities of the children; this ensures children are able to achieve their full potential.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and receive lots of praise and encouragement from staff, which help them to settle. They have a very positive

attitude towards themselves and one another and recognise the need to share and take turns when involving themselves in each other's play. Children show concern for one another and responded sensitively when a child wanted to rest because he was feeling unwell. Children receive reward stickers throughout the day for various achievements, for example, sitting nicely at snack time, helping others, being kind and visiting the toilet independently, which supports their self esteem. Children are confident and show good levels of self-esteem, they know what is expected from them and respond well to praise and encouragement. Children are beginning to understand right from wrong through the sensitive methods used by staff, for example, gentle reminders to share, to take turns and to be kind to each other. Children benefit from the secure relationships between the staff and their parents. Flexible arrangements for the induction of new children to the group and the implementation of the effective key worker system helps to ensure staff are well informed about children's individual needs and requirements.

Children gain a good understanding of the local environment and community when they visit the local fire station and when they see visitors in the group, for example, teachers, the dentist, the lollipop man and the fire brigade. Children learn about the wider world as they talk about different countries and travel. Currently children are learning about the British Isles, they draw flags, taste different foods and discuss modes of transport, such as buses, trains and the ferry. Planned activities that are linked to cultural festivals and access to resources representing a diversity of culture, ethnicity and disability promote equal opportunities. The setting has effective arrangements in place to care for children with special educational needs and those who speak English as an additional language. This positive approach fosters children's social, moral, spiritual and cultural development.

The partnership with parents and carers is good. Parents receive detailed information about the group and the curriculum via the prospectus, newsletters and clearly displayed notice boards. Children benefit from good relationships between the practitioners and parents, as they are encouraged to share what they know about their child when they join the group. Parents fill in a child profile before the child starts and are encouraged to get involved in home learning, for example, sending things in for the interest table relating to the themes, letter and colour of the week, becoming parents helpers on the rota system and supplying resources such as collage materials for specific projects. Children's individual progress and achievements are discussed during handover time and through verbal and written reports, which keep parents up to date on their child's progress and next steps for learning. Children's learning is significantly enhanced by the contributions parents make and the secure links in place between home and pre-school.

Organisation

The organisation is good.

Children's care and learning is enhanced by the effective deployment of staff and their clear roles and responsibilities. Staff are knowledgeable about the Foundation Stage curriculum and are experienced in working with pre-school aged children, which support children's care and learning. High ratios maintained ensure children

receive lots of care and attention. Most documentation is in place, although the procedure to ensure staff sign the daily register needs addressing. Detailed policies and procedures are implemented effectively and available for inspection. As a result, the setting meets the needs of the range of children for whom it provides.

Leadership and management are good. Management influence practice on a daily basis and support the staff with additional training and annual appraisals. Staff organise play and learning opportunities to ensure children receive appropriate challenges. All staff contribute towards the planning and make good use of regular meetings to monitor the curriculum and the impact on children's individual progress. Each activity is evaluated, taking account of the resources, numbers of children, level of differentiation and how the aims and objectives are or are not met. Staff observe children and takes notes on their key worker children to ensure individual needs are covered in the short term planning, helping children to reach their full potential. Staff recognise the strengths of the group and identify areas for improvement via the evaluation forms and are committed to ensuring that the quality of care and education is continually improved for all children. As a result, children are happy, motivated learners and are able to achieve their individual potential during their time at the pre-school.

Improvements since the last inspection

At the last care inspection, the provider was asked to consider providing further opportunities to discuss children's progress with parents. The provider has implemented systems to ensure parents receive information on a formal and informal basis through verbal and written reports. They were asked to develop staff's knowledge and understanding of child protection issues, with particular regard to supervisory staff. All supervisory staff have now attended a child protection course to update their knowledge. In addition they were asked to ensure children are offered a healthy option at snack time. The group now promote healthy eating and provide children with fresh fruit on a daily basis. The provider was asked to ensure that a range of activities are available to children throughout each session, which cover all areas of learning and enable children to make choices, also to ensure that expectations of children are age appropriate and realistic. The group has re-organised the session, by changing the snack time routine, which ensures children have access to resources throughout the session, which cover all areas of learning. They have also adapted the activities and planning to demonstrate how activities are differentiated to ensure that expectations of children are age appropriate and realistic.

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.

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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 contact details are obtained in the visitors book
- ensure the procedures for recording existing injuries are maintained with appropriate information
- implement a procedure to ensure that the arrival and departure time of staff is recorded.

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):

- provide more opportunities for children to recognise familiar words by using labels in the environment
- provide more opportunities for children to practice emergent writing and form recognisable letters

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