



Holbrook Park Pre School

Inspection report for early years provision

Unique Reference Number	145813
Inspection date	01 March 2006
Inspector	Susan June Stone
Setting Address	Holbrook Primary School, Holbrook Lane, Trowbridge, Wiltshire, BA14 0PS
Telephone number	01225 774478
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Registered person	Holbrook Park 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?

Holbrook Park Pre-School operates from a mobile classroom at Holbrook Primary School in Trowbridge, and serves the south west of the town. The pre-school has access to the school outdoor play areas and the school courtyard. It is registered for 20 children aged from 2 to 5 years.

The pre-school is open Monday to Friday 9.00 to 11.30 and 12.30 to 15.00, term time only. Tuesday afternoon sessions are from 13:00 to 15:00 and are for children aged

2-years. At present there are 60 children on roll, of whom 36 receive nursery education funding.

The pre-school is managed by a committee of parents volunteers who employ the manager and four staff members. There are three additional part time relief staff members. The Manager and two of the staff hold level three childcare qualifications. The Manager is studying towards a foundation degree in Early Childhood studies. All regular staff attend workshops and training provided by the Wiltshire Early Years Team. The pre-school is supported by the local authority advisors.

The pre-school achieved the Bristol Standards accreditation award in 2005 and continues to work to maintain and update its accreditation status.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to learn about their own personal care, and the spread of infection through clear hand washing routines, which are consistently encouraged by staff. The children understand why they need to wash their hands, and do this independently after using the toilet facilities and messy play. Staff set good examples for hygiene in their behaviour and practice. They wipe tables before and after snack with disinfectant spray, and wash the floors after the pre-school session.

The children enjoy a different healthy snack each day, which could include yogurt or fruit. Staff encourage the children to try new fruits for snack, like fresh pineapple. The children sit together around a table at snack time, and enjoy the social occasion where they interact and communicate with each other, talking about what they are eating and making conversation, saying if they like or dislike the new fruit. They have a choice of milk or water to drink, and drinking water is available to the children throughout the session.

Staff have a good knowledge of first aid and ensure that their first aid certificates remain current. This helps to ensure that medical emergencies can be dealt with effectively. However, some contents of the first aid box have reached their expiry date and have not been replaced. Also, there is no written permission from parents for seeking any necessary emergency medical advice or treatment.

The daily routine allows the children to experience regular physical play and benefit from the fresh air. They use the school facilities and take part in outdoor physical activities where they climb and jump, pedal bikes and ride scooters. These activities help them to develop large muscle skills and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

A welcoming environment is provided for children and parents. The children are

cared for in a safe and secure setting. The indoor play space is organised effectively, creating a child friendly environment which enables the children to experience a good range of play opportunities. Children can move around freely and independently to access the different activities provided for them. They are able to select resources that they wish to use, like games and craft resources, making decisions about their play and learning. There is a high ratio of adults to children present, and the adults are appropriately deployed. This ensures the children are closely supervised at all times, when enjoying both indoor and outside play.

The children are encouraged to learn about safety when at the pre-school, for example, they help to tidy away the toys at the end of the session, and they know that they must line up before going outside and wait by the door. This helps the children to take some responsibility for their own safety and well being. Staff assess potential risks to children and put procedures and practices in place to minimise these. Safety checks of the premises are carried out and the emergency evacuation is regularly practised with the children. This helps to ensure that the children can enjoy a variety of play opportunities in safe surroundings.

Children are well protected by the staff, who have a good understanding in their role of protecting children. All staff are aware of the setting's child protection policy and procedures. The Manager has a clear understanding of her role in the protection of children, making sure the children's welfare is always a priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy the time they spend at the pre-school. They arrive happily and are eager to participate in the activities available. They follow the daily routine with ease and familiarity, showing confidence and increasing independence, responding to the 'triangle' which indicates time to tidy up. Resources and space are used well to support play and provide an appropriate environment for the children, including those with special educational needs. Each day the children have the opportunity to select their own toys and resources. They know what is available and where the toys are kept, confidently choosing what they want to play with. The daily routine is organised to include supervised activities, free play, quiet times and physical activities allowing the children to explore and investigate using all their senses as appropriate. They enjoy positive interaction from staff, which helps them to learn and make progress in all areas.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a good knowledge and understanding of the Foundation Stage. They plan activities and play opportunities to encourage children's development. Staff are appropriately involved in the activities, they use open questioning effectively which helps the children to learn and develop. Children are interested and enthusiastic to take part in the range of activities and experiences offered, which are appropriate for their age and stage of development. These activities help them make progress towards the early learning goals. Written activity plans show that activities link to the stepping stones, and that

the children have a varied programme. Assessment is used and children's progress is monitored, and staff work together to observe and report on the children's progress and achievements. The daily planned activities are evaluated by staff to identify if the learning outcome has been achieved. However, the activity evaluations and children's assessments are not used effectively to inform future planning of activities, to ensure all children are suitably challenged, and individual progress is being made through the stepping stones.

Children are happy to attend the pre-school, they self register and choose what they want to play with from the activities set out. They confidently select resources for themselves like a magnetic fishing game which they play together with friends, each taking turns. Children concentrate well and listen to staff direction, they sit quietly when appropriate, such as at registration time and story time. They contribute fully to group discussions, for example, talking about personal experiences and sharing what they know at snack time. They are sensitive to each others needs, for example, children helping others with their coat zips. The children enthusiastically sing 'Happy Birthday' to a child as it was their birthday.

Children recognise their written name on their coat pegs and they self register their names on the board when they arrive at the beginning of the session. They talk and communicate confidently in small and large groups. They are confident to initiate conversations and ask questions, such as asking the inspector 'What's your name?' and 'Why are you here?' They talk about plants and flowers when planting bulbs for Mother's Day, talking about plants and flowers needing water to live, also naming different parts of plants. Children are offered regular opportunities for mark making and some children are able to write their names. They access books freely and enjoy stories at story time. They are learning how to handle books carefully and correctly. At story time staff encourage children to predict the story from the pictures.

Children show an interest in numbers and counting, they regularly count how many children are present, comparing how many boys and how many girls. They use language like more or less during their chosen play, such as 'we need more chairs to make a longer car', 'there are less girls here today'. Children are able to count and recognise numbers 1 – 16 when counting how many children present, using a number line as a reference. They name different shapes which they use to make patterns and copy pictures. When planting bulbs, the children comment that their pots are either 'half full or half empty'.

Children are able to identify different parts of plants like the 'stem', 'root', 'flower' and 'leaf'. They know that plants and flowers 'need water so they can grow'. Through topics and themes children are learning about different cultures and festivals and respecting others views and beliefs. Children have regular access to a computer and they are developing their ICT skills. They are able to control the mouse and use a simple computer program.

Children are offered regular opportunities for outdoor and physical play. They have daily opportunities to use the school facilities of the 'tyre park' or the 'courtyard area' where they use large scale apparatus which contributes to their physical development and coordination. Children successfully negotiate around the courtyard area when they pedal on bikes or balance on scooters, showing an awareness of

others. They use a variety of tools and equipment with control and dexterity, such as the computer mouse, scissors, glue spreaders, cutters and pencils.

Children have access to a variety of different creative activities like drawing, collage, painting and playdoh. Staff are appropriately involved in these activities, they supervise the children and allow them to develop their own imagination and design, and provide a variety of resources and materials to develop this. The staff encourage children to use their imagination, they consult with them and make the home corner into the children's own themes. At present it is a castle, with the resources inside being the children's choice. Children use their imagination well in their role play and games. They go on pretend journeys in the large toy car and add extra chairs to make a bus to include more children. They enjoy favourite songs and rhymes and join in with enthusiasm, matching movements to the songs. Overall, the children are making good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children are aware of how they fit into the pre-school and show increasing confidence and independence. They enjoy each others and staff company, building relationships with peers and adults. They are forming early friendships. They work together to build train tracks and when working on the computer. They are sensitive to each others needs, take turns when playing games, and they share resources. Children show a sense of belonging and are proud of their achievements. They proudly show adults pots that they have decorated and pictures that they have drawn. Children with special needs are well supported in the setting. The pre-school Special Educational Needs Co-ordinator (SENCO) liaises with other professionals and agencies to ensure their individual needs are identified and addressed. She has developed good relationships with the support centre which some of the children also attend. This helps to ensure a united approach is offered and children's needs addressed.

The children are familiar with the daily routine, and know they have to help to tidy away the toys, and line up at the door before going outside. They behave well, they are aware of the realistic boundaries that have been set. They respond effectively to staff direction. Staff use lots of praise and encouragement and are positive role models for the children. The children show pleasure when being awarded a 'well done' sticker for good behaviour or achievement.

Through planned activities the children are offered opportunities to learn about themselves, each other and the wider world around them. Local people from the community have visited the pre-school, such as a policeman and an author. The children have also made visits to the local garden centre. This helps the children to learn how they fit into their community and local surroundings. The children celebrate a variety of festivals and have access to a range of resources which help to promote positive attitudes to diversity. Their spiritual, moral, social and cultural awareness is fostered.

Partnership with parents is good. Children benefit from the staff's friendly relationship

with parents. This helps to contribute to the consistency in the children's care and well being in the setting. Staff are available to talk with parents each day. Information about the provision is regularly shared with parents through parent evenings, newsletters, a notice board, the prospectus and talking to staff at the end of each session.

Organisation

The organisation is good.

The care offered is well supported by efficient organisation and good leadership and management of daily sessions. The pre-school is run by a volunteer committee of parents who oversee the general organisation. Daily sessions are organised by the pre-school Manager and staff. The children benefit from a well organised environment with a balance of free play and adult led planned activities. They experience a variety of different play opportunities which support their development and learning and which enable them to play and explore freely. Staff are deployed well within the setting, so children receive appropriate adult attention.

Staff are well motivated and teamwork is evident, all being aware of their roles and responsibilities. They work well together as a team and are enthusiastic in their roles. They are well qualified and experienced in childcare, and have a good understanding of child development. They continue to attend ongoing training courses and workshops to update and improve their knowledge of child care and education. The Manager is studying towards an early years degree, which she is using to help to evaluate current practice. Through this she has implemented some changes like allowing the children more independent access to activities and greater freedom to self select resources.

The required documentation which helps contribute to the children's health, safety and well being is in place, although the policy and procedures with regards to medication are not clear. Overall, the pre-school meets the needs of the range of children who attend.

Improvements since the last inspection

There were three recommendations to address from the last care inspection, which were to: devise a brochure for parents to include policies and procedures and complaints procedure with reference to the regulatory body, Ofsted; to maintain a record, that is signed by parents, of all medicines administered to children; and to review and update the policy and procedures with regard to child protection, to ensure policy includes all relevant information, and any concerns are recorded appropriately.

Information is now available to parents which includes policies and procedures, and the complaints procedure now references Ofsted as the regulatory body. Information is on display to parents which includes the complaint line telephone number. A medication record book is kept and parents sign to acknowledge any medication

given. The child protection policy has been reviewed and updated and now contains all required information. Systems are also in place to record any concerns with regards to child protection.

There were three recommendations from the Nursery Education inspection which were to: develop the evaluation system to determine whether children achieve the learning outcomes of activities, linking these to assessments of children's progress and use to inform future planning, to ensure more able children are suitably challenged; to improve support for children with special educational needs by supporting, monitoring and reviewing their progress regularly, to include setting up individual plans, liaising with parents and outside agencies to ensure consistency of care; and to increase opportunities for parents to comment on, and contribute to, assessments of their children's progress.

The action taken to address these recommendations are that: daily activity sheets contain sections for activity evaluations which include comments about how the children's learning links to the learning objective. When planning weekly activities the previous weeks activity evaluations are used to assess if any children have met previous learning objectives. However, planning does not indicate how activities can be extended or supported for more or less able children. The role of SENCO has been reassigned to another member of staff who has attended relevant training. Children identified as having a special educational need are regularly observed to monitor their progress towards achieving set targets within the framework of their individual educational plans devised by the pre-school. The individual education plans are regularly reviewed to ensure progress is being made. Regular contact is also made with outside agencies and groups that the children also attend to ensure a united approach. Staff also consult with parents and discuss with them their children's progress and achievements. The daily sessions have been changed to allow staff time at the beginning of the session to talk with parents as necessary. Parents are encouraged to settle their children at the beginning of the pre-school session, parents are also encouraged to help within sessions if they wish. The pre-school has hosted evening sessions to inform parents of the Foundation Stage and how they can be involved in their children's learning. An information pack has been created for parents which gives them information about the Foundation Stage and the pre-school systems for recording children's progress and achievements. Parent evenings are held each term, where parents can book a time to talk with their child's key worker about their progress and achievements.

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 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 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):

- obtain written permission from parents to seek any necessary emergency medical advice or treatment
- ensure a clear policy regarding the administration of medication is in place and in line with the national standards

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):

- develop the use of children's progress records to inform planning, to ensure that activities provided meet individual needs and all children are suitably challenged, and moved through the stepping stones
- ensure daily activity evaluations are used effectively to help to inform future planning

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