



Harden Pre-School

Inspection report for early years provision

Unique Reference Number	301952
Inspection date	28 March 2006
Inspector	Melissa Louise Patel
Setting Address	Harden Memorial Hall, Harden, Bingley, West Yorkshire, BD16 1BY
Telephone number	0781 724 0908
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Registered person	Harden Pre School
Type of inspection	Integrated
Type of care	Full day 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?

Harden Pre-School has been registered since September 2000 and is managed by a voluntary committee. It operates from three first floor rooms within the Memorial Hall in the village of Harden near Bingley. The group serves families that live in the surrounding area. The Pre-School is open five days a week. Monday to Thursday from 09.00 to 11.30 and 12.45 to 15.15 hours. On Friday the group is open from 09.00 to 12.30. The group opens term time only. Some of the children stay at the

provision for full days and bring a packed lunch.

The group caters for up to 24 children aged between 2 and 5 years. There are currently 51 children on roll, of these 36 are 3-year-olds and five are 4-year-olds in receipt of nursery education funding. There are ten child care practitioners working on a full and part time basis. There is one additional practitioner who holds an administrative post. There are three practitioners whom hold a level 3 qualification in child care and one holds a level 2 qualification in child care. In addition two practitioners are working towards a level 2 qualification and one is due to start a level 3 qualification in September. The group currently supports children with special needs and with English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished. They enjoy a variety of good nutritious snacks, which includes foods, such as carrot, bread sticks, celery sticks and plenty of fruit. The children learn about healthy eating through a recent project and their work is displayed. The children access regular healthy drinks, such as milk and water at snack time. Drinking water is available at any time. Some children stay for the day and their parents provide their lunches, which are stored hygienically. Children's dietary needs are met through discussion with the parents and recording their requirements well.

Children are learning good hygiene practices. They know when to wash their hands. They are also confident and knowledgeable in explaining why they need to wash their hands and are actively encouraged to do so by practitioners. Good accident and medication procedures ensure that the children's welfare is maintained. However, the parents do not currently countersign the medication book after medication has been given, to fully promote these procedures for children.

The children's physical skills are actively developed by the varied use of the outdoor area. The children use a good range of play materials to promote this. For example, the children can use a small slide and play with runabout toys, such as small cars outdoors. Children also enjoy movement indoors. For example, they jump and play ring games and make themselves into different shapes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The provision is welcoming to children with attractive displays. Children are cared for in a stimulating, safe and cheerful environment where risks are identified and minimised. This means the children are able to move around independently, accessing and using a good range of resources, which are appropriate for their age and abilities. The resources are creatively arranged indoors. This means children are

keen to participate in daily events. They are learning well about their own safety. For example, they learn to climb down the stairs safely as they go to the hall. Children also learn how to keep safe as they practice the fire evacuation procedure and they are able to explain excitedly how it is practiced.

Children's welfare is well promoted because of the practitioners secure understanding of child protection procedures, which are in line with the local Area Child Protection Committee guidance. In addition, procedures to promote children's safety, such as a very good security system are in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the group and arrive happy and eager to participate. They relate well to practitioners and are confident in expressing themselves. The children engage well in conversation with adults and other children. For example, they discuss different objects that sink and float in the water tray. They enjoy constructing toy telephones and talk about sounds. Children listen well as they enjoy a story. They play in a small group and concentrate as they fill and empty different size containers in the sand.

All children are able to use a broad range of activities and resources, such as jigsaws, construction, books and creative play. This means children's independence is enhanced. Practitioners understanding of the need for a good routine ensures there is an effective structure to the session. This means there are good purposeful activities for children to participate in, such as imaginative play and the children enjoy themselves as they dress up. The children also develop their independence well as they choose activities that are already put out for them. Children benefit well from activities that are planned for in advance. However, the plans of activities are not yet fully in line with the aspects and approach described in the Birth to Three Matters framework, in order to further younger children's development.

Nursery Education.

The quality of teaching and learning is good. Practitioners plan activities well to promote all areas of learning effectively. Children's progress is assessed using the stepping stones towards the early learning goals and their progress is recorded consistently. This means it is clear how practitioners plan their next steps in learning. Practitioners develop children's thinking by asking appropriate questions. For example, they ensure children are given time and encouragement to answer questions and ask "what happens next?" Daily routines are used well by practitioners to help children become independent and develop their overall learning, such as at snack time and at tidy up time. Practitioners arrange the accommodation effectively, encouraging children to enjoy and be stimulated, enabling them to learn through well organised resources.

Children are settled, confident and they are motivated to learn. They are cared for in an environment where they can independently select activities that are laid out for them and self select other resources. They develop good early reading and writing

skills, through the wealth of print around the room and good communication skills through group work. Children are actively involved in activities. They are able to answer appropriate questions, which extend their thinking. They write for a purpose, such as when writing their names on their work and they mark make. They are starting to put words to meaning as they find their name at snack time.

Children learn independence well through daily routines and develop good self-care skills, such as washing their hands and they take themselves to the bathroom. Children start to solve mathematical problems through daily practical activities. They start to learn well about simple calculation, such as finding three blue bears, four red bears and they count how many bears there are altogether. Some children can state how many spades there are and how many there are if you take several away. Many children can confidently count to ten. More able children recognise random numerals around the room. They also start to learn about size and quantity as they fill and empty different size containers in the sand.

Children have many opportunities to explore and investigate. They are learning about senses and talk about sounds as they make toy telephones and use real ear phones, which some children can independently operate. Children benefit from other good equipment to enable them to learn how objects work to support their learning, such as a toy clock and a large egg timer. More able children can use a computer mouse competently and play a game of matching pairs. Children access construction and creative areas to enable them to join and construct, developing their fine motor skills well. The children learn about the environment that they live in and are able to recall past events. They are starting to put meaning to time. For example, they talk about what they did yesterday.

Children move around freely in the room. They start to understand the concept of free space as they find a space in the hall. Children are learning control of their bodies well through jumping and they make their bodies into different shapes. They are also learning how their body feels after exercise. For example, the children talk about why their heart beats faster after exercise. Children are able to develop their skills further through using varied equipment outdoors. They also develop their fine motor skills competently as they experiment with tools in the play dough, different size pencils, and paint brushes. More able children can use scissors confidently, less able children start to learn to use scissors. They experiment with different materials, such as paints and collage. They also use other materials, such as glue, boxes and a small stapler.

Helping children make a positive contribution

The provision is good.

The children are settled very well in the environment throughout the day. They are learning generally well about diversity. For example, the children are starting to learn about other cultures. They learn about different festivals, such as Eid and Divali. The Children use a range of good resources to reflect positive views of other cultures in society and other aspects of diversity, such as books, pictures, posters and dressing up costumes and materials.

Children's good behaviour is reinforced by praise and encouragement from practitioners during conversation and activities. For example, they are praised during daily tasks, such as at tidy up time. All children are included and they play well together in all activities. Children learn to share and take turns. The children learn acceptable boundaries through gentle reminders and reassurance from practitioners. For example, they learn why not to shout at singing time. As a result children's spiritual, moral, social and cultural development is fostered.

Partnership with the parents is good. Children's security and stability is promoted well by the practitioners good working relationships with the parents. For example, good information is given to the parents regarding their care and education. In addition, there is a broad range of supporting written information available for parents, such as relevant policies and procedures. However, to fully maintain this, knowledge of the complaints procedure with regard to new regulations requires updating. Parents are also provided with information on their child's activities and what they can follow through at home to help continue and develop their learning opportunities. They are also able to contribute to their child's assessment files.

Organisation

The organisation is good.

All legally required documentation, which contributes to children's good health, safety and well-being is in place. Children benefit from clear policies and procedures which are reflected in daily practice, such as effective deployment of practitioners. Good overall organisation of the environment ensures that the children can use safe and varied resources which are arranged well. This means children are able to move around independently and they are confident. Children's care is enhanced by good ratios of practitioners to the number of children present. Practitioners also hold the required recognised child care qualifications and they demonstrate a commitment to update knowledge through attending additional training. The provision meets the needs of the range of the children for whom it provides care.

The leadership and management for the nursery education is good. A strong management structure is in place, to ensure that practitioners are well supported in teaching the Foundation Stage effectively for children. Children's care and learning is enhanced as practitioners know their roles well within the nursery education provision. Practitioners act upon the previous points for consideration raised at the last inspection. Children benefit as practitioners attend training relating to the Foundation Stage. All practitioners work well together as a team in the interests of the children. They demonstrate a good understanding of their roles with regard to the organisation of the planning of the Foundation Stage.

The provision monitors and records the progress children make towards the early learning goals well. However, although the provision is monitored, it is not fully clear to the extent the overall nursery education provision is evaluated in order to further develop the provision.

Improvements since the last inspection

At the last care inspection the provider was asked to improve the complaints procedure to include the name, address and telephone number of the regulating body. This is now in place. However, since new regulations in October 2005, further development is required regarding complaints and a new recommendation has been raised.

At the last nursery education inspection the provider was asked to consider the information given to parents, in order to continue some play and learning experiences at home. They were also asked to consider the use of observations of children for practitioners to conclude when they reach a particular stepping stone. The provider has given some simple but very useful written information to parents, regarding continuing the theme at home, which includes, making, stories, in the kitchen, out and about and the opportunities for learning. This enhances the partnership with parents in order to help the children's development. Children's observations are linked to the stepping stones and show clearly, progress the children make. This means it is clear what stage each individual child is at in order to further their development.

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):

- develop planning in line with the Birth to Three Matters framework
- update knowledge on the complaints procedure October 2005

- update the medication record to include parents signature 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):

- continue to develop the evaluation of the overall nursery education provision.

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