



Olveston Pre-School

Inspection report for early years provision

Unique Reference Number	136045
Inspection date	05 May 2006
Inspector	Deborah Jane Starr
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Registered person	Olveston 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?

Olveston Pre-School opened in 1961 and is run by a parents committee. It operates from the main hall and side room of a parish hall in the village of Olveston, South Gloucestershire.

There is an enclosed outdoor area. The pre-school serves the local area. A maximum of 30 children may attend the pre-school at any one time.

The pre-school is open five days a week from 09:15 to 12:00 during term time with the addition of 2 lunchtime sessions on a Tuesday and Thursday until 13:00. There are currently 37 children on roll; of these, 34 receive funding for nursery education. The pre-school supports children with learning difficulties and disabilities and supports children who speak English as an additional language.

There are five members of staff, four of whom hold early years qualifications. There is one member of staff member who is currently working towards a qualification. The pre-school receives support from an accredited teacher and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is actively promoted. Well established good hygiene routines and clear expectations and explanations by staff increase children's understanding of the importance of maintaining good health. For example, children spontaneously wash their hands after using the toilet and messy play and know the reasons why. Staff provide sun hats and children know that they protect them from the sun when playing outside. Staff follow effective procedures and practices that protect children from the spread of illness and risk of infection. Children are excluded when sick, and tables and surfaces are thoroughly cleaned after messy activities. Staff knowledge and understanding of the procedures for the administering of medication, first aid and recording of accidents ensures that children's health is consistently safeguarded.

Children enjoy daily physical play activities in the fresh air throughout the year that contribute to their good health and help them develop control and co-ordination of their bodies. They enjoy the freedom of space both inside and outside the pre-school. Staff promote children's large and small motor development through well planned and enjoyable activities. They run safely, confidently climb over, under and through obstacles such as the climbing frame, tunnel, parachute and obstacle courses. Children enthusiastically join in action songs and follow instructions to swing their arms, march, curl into a ball and jump. Children develop throwing, batting and balance skills using bean bags, balls, a range of rackets, swings, hoops, balance beams and rockers. Children develop a growing awareness of the space around them. They move safely around each other when using sit and ride toys, trikes, scooters and when pushing and pulling baby buggies. Children consider others by making space for them to sit down during large group times.

Well balanced snacks of fruit provided by parents and planned activities promote children's understanding about healthy choices. For example, a visit by a dental hygienist promotes children's awareness and understanding of the effects of healthy foods upon their teeth. Children's dietary needs are discussed thoroughly with parents and taken account of. Children access drinks at all times throughout the session. They are able to rest when required.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted and risk of accidental injury minimised through vigilant monitoring by the staff. This is achieved through daily checks at the start and end of each session of all areas and written risk assessments that identify and reduce potential hazards. Rigorous procedures when entering and leaving the premises, such as the visitors book, security of the main door and child collection policy, ensure children's safety. Children's awareness of their own personal safety is promoted through clear guidance given by staff. For example, children learn to use scissors safely and know to be careful when playing on the swings, slide and when running around outside. Children regularly practise fire drills and understand why they must leave the premises when the whistle is blown. Well planned activities promote children's awareness of hazards. For example, road safety, swimming, playing on the beach and 'Stranger Danger'. Visits from the local policemen promote children's understanding further. There is a good range of high quality age appropriate resources and equipment that meet the needs of the children who attend.

Staff have a good understanding and working knowledge of local child protection procedures and signs and issues that would raise their concerns. However, children's welfare is not fully protected as procedures to be followed in the event of an allegation being made against a member of staff have not been considered and are not included in the written child protection statement.

Helping children achieve well and enjoy what they do

The provision is good.

Children make good progress in all areas. They arrive happily and settle quickly eagerly exploring the interesting and varied range of activities set out on low level tables. Children confidently self-select toys and become engrossed in their play. Staff develop positive relationships with children; consequently, this promotes their sense of well-being and builds children's confidence to try new experiences. For example, a mother described how her child had been very unsettled and due to the care, unhurried and thoughtful approach by staff her child now happily separates from her on arriving at pre-school.

Nursery Education.

The quality of teaching is good. Children make progress in all areas of learning due to the staff's good knowledge of the Foundation Stage Curriculum. Staff use opportunities to promote learning through both adult led and child initiated activities. Staff are knowledgeable about the learning intention of each activity and take account of the individual needs of each child. However, this is not reflected in the planning documents, as activities are not clearly linked to the areas of learning and stepping stones. Staff skilfully guide and support children to help them progress and use well considered open-ended questions to consolidate children's learning and extend their thoughts and ideas. Staff understand the learning potential of resources creating their own to enhance children's experiences. For example, 'The Handprint

Book' focuses on children's expressive language and laminated cards used during circle time promote children's understanding of the world around them. Good use is made of natural materials for instance a log, in conjunction with the number rhyme 'Five Little Speckled Frogs'. Staff encourage children to develop their sense of touch by exploring its texture. Staff effectively plan an interesting range of activities that promote the next stage in learning for each child. This is achieved by the monitoring of children's progress through regular observations, assessment and evaluations of each child's achievements that is linked to the stepping stones and six area of learning.

Children have a positive attitude to learning, they confidently contribute to group activities, share their experiences about their families, count numbers of children present and offer their own ideas at large group times. Children confidently re-create their ideas and express their imaginations through role play using interesting and authentic props to extend their ideas. For example, children carefully carry toy rabbits and hamsters in wicker baskets to the vet in the imaginative play area. A child takes on the role of the receptionist. She attempts writing in a diary, holding the pencil correctly, understands that print has meaning when she hands out a leaflet on animal care and tells the children they have to wait their turn until she says "Next!" A child dresses herself in a paramedic suit, uses a torch to examine the animal and wraps a bandage around the animal's ears.

Children enjoy listening to stories, looking at books and singing songs. They link sounds and letters in their names and eagerly repeat rhyming words and familiar phrases. Children are captivated and stimulated by the energy and enthusiasm of staff when listening to stories. Staff introduce and extend children's language at every opportunity. Children enthusiastically play musical instruments and are intrigued by the range of sounds that a sheet of paper can offer.

Children confidently count up to the number 10 and beyond and use number in their play. They recognise small groups of objects such as vehicles and use their fingers to check they are correct. Children use mathematical language, such as 'next to' and 'full' to describe position and quantity when playing with small world figures and water. Children show an interest in numbers and develop an understanding of 'more' and 'less'. For instance, they observe numbers on the side of a jug during water play and compare how many boys and girls are present when lining up to wash their hands prior to snack time. Children's understanding is promoted further when they measure the height of bean stalks they have grown and use bar charts to look at numbers of pets owned by themselves.

Children use a varied range of equipment and tools effectively. They manipulate play doh, by rolling, prodding and squashing it using rolling pins, moulds and shape cutters. They fold paper to create wings to a bird and money envelopes during Chinese New Year. They manoeuvre a computer mouse to complete number and letter recognition games and instruct a programmable vehicle to move in specific directions. Children use tools such as knives to cut vegetables when making harvest soup, large sewing needles to create patterns using threads and authentic woodwork tools such as a hammer and screwdriver.

Helping children make a positive contribution

The provision is good.

Displays of children's work, name labels and group activities such as the 'Hello' song and 'How do you feel today' song assist in developing children's sense of belonging. Children eagerly contribute to 'Travelling Tiny Ted's Adventures' over week-ends and holidays. Their sharing of experiences through photographs and drawings and the interest shown by other children gives them a sense of value and raises their self-esteem. Children are proud of their achievements, confidently showing the visiting inspector their work and making pictures to take home to show parents. Children beam with delight when given the responsibility to hand out sun hats to others and work co-operatively together when holding the bag. Children's behaviour is good. They benefit from clear guidance, positive role models and consistent boundaries provided by the staff and know what is expected of them. Staff talk to them about the need to consider others and explain how their behaviour might affect those around them. Children develop high self-esteem through the frequent praise and encouragement given by staff. They form positive relationships with other children and adults within the group. Children work co-operatively together to construct models with a variety of materials such as duplo, octagons, mobilo and junk and share small world figures when playing with the dolls house. Children take turns to use swings and sit and ride toys. They develop independence and self care skills through the self-selection of resources, dressing themselves when putting on imaginative play clothes and changing shoes and pour their own drinks. Children persevere at activities for prolonged periods of time, for instance when creating pictures of dogs and puppies using a wide variety of resources such as fabric, feathers, wool, matchsticks, sponge and buttons.

Children's individual needs are clearly identified and taken account of. Staff work closely with parents and effectively with other professionals to monitor each child's progress to help them move forward in their development. Staff have a positive attitude to meet the needs of children with learning difficulties and disabilities. Staff are committed to the inclusion of all children within the community. Parents are extremely positive about the pre-school, they give high praise to the staff who make themselves readily available to parents. Parents are well informed about the working practices of the pre-school through a parents booklet, frequent newsletters and clear well organised notice boards. Children gain a strong sense of their local community and an understanding of the wider world through interesting activities that include regular visitors and outings. For instance, the vicar, vet, shoe shop assistant, librarian, Zoo Lab and local reception class teacher. Regular outings to local farms, Slimbridge and Westonbirt Arboretum are linked to themed topics such as growth, homes and change. Meaningful planned experiences using authentic items such as dress, china bowls and musical instruments and objects such as calendars, photographs, globes, reference books and stories help children gain an awareness of the wider world. These resources reflect positive images and help promote positive attitudes to others and different cultures. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is outstanding. Information from parents about their own child is used as the starting point of each child's developmental assessment.

Information sheets given to each parent at the start of every half term informs them of planned themes and identifies how they can be involved in their child's learning through contributing items and actively building on activities at home. Parents are provided with clear and comprehensive information about the Foundation Stage Curriculum and policies and procedures when their child joins the pre-school. This is extended on an on-going basis through informative leaflets that promote learning through everyday experiences, for example physical development. Parents have frequent contact with staff through their role as parent helpers. These occasions are used as regular opportunities for staff to discuss with parents their child's progress from the child's on-going assessment profile and clearly identify the next steps in the child's learning. Parents are very clear about the Foundation Stage Curriculum, how activities promote learning and the developmental progress of their own child. Parents regularly view their own child's assessment records and take an active role in promoting their learning at home. Parents are extremely satisfied with the care given by the staff and the learning environment they create and offer.

Organisation

The organisation is good.

Staff are well qualified, experienced and deployed effectively when working with children. Systems for the recruitment and induction of new staff ensure that they are suitable to work with children. Regular re-assessment of the setting, staff appraisals and mentoring of less experienced staff is highly effective in identifying areas for development and helping staff become better practitioners. This in turn enhances the experiences of children. The committee support the staff's commitment to develop their knowledge and skills through the funding of training.

The staff's careful consideration of the layout and organisation of all the areas used by the children ensures that they have access to a variety of play resources that are regularly rotated. Staff make good use of display boards to exhibit children's work and promote learning through posters, for example of number and letter.

The leadership and management is good. Staff have a good understanding of the Foundation Stage Curriculum and know how to apply this in practice to support children's development. They make effective use of weekly non-contact time to re-evaluate and adjust their long term planning so that weekly activities reflect the next stage of children's learning. A regular and effective system of monitoring ensures that children are offered an interesting and balanced range of activities. Thus, promoting their development and helping them move forward across all six areas of learning. Staff work well together and are supported and motivated by the commitment, knowledge and enthusiasm of the management team and committee.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school was asked to consider the following improvements to the provision of nursery education: to increase the provision for

information technology; to improve the written planning for small focus groups, so it is easier to decide if the challenges for children are at the right level and if they are achieved.

The pre-school has made improvements to meet these considerations. Children through regular access to a computer and planned opportunities to use a programmable vehicle are gaining skills to operate these effectively. Staff are becoming familiar with a recently introduced planning format and, through discussion at weekly meetings, they evaluate activities against the stepping stones and are clear as to the challenges for children based on their observations and assessment of children's learning. This is not yet clearly linked in their written planning to the areas of learning and stepping stones.

At the last inspection the pre-school was asked to make the following improvements in their care provision: to reconsider arrangements to offer informal care to children outside playgroup sessions; to improve safety for staff in the internal storage area. These recommendations have been carefully considered and met. Extension to the pre-school session on two days a week, offers children the opportunity to socialise during meal times and further develop their independence skills. Staff and children's safety is secured through risk assessments and re-organisation of all areas to which staff and children have access.

Complaints since the last inspection

Since the last inspection Ofsted received a complaint and concerns were raised in relation to National Standard 6 - Safety and National Standard 12 - Working in Partnership with parents and carers. Ofsted carried out a visit to investigate the concerns. As a result, an action was made under National Standard 14 - Documentation as the provider had not informed Ofsted of the incident at the time it occurred. The provider 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- include within the written child protection statement procedures to be followed in the event of an allegation being made against a member of staff.

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 written plans so that activities are clearly linked to the areas of learning and stepping stones.

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