



Harvington Pre-School

Inspection report for early years provision

Unique Reference Number	205490
Inspection date	30 November 2006
Inspector	Valerie Fane
Setting Address	Village Hall, 44 Village Street, Harvington, Evesham, Worcs, WR11 8NQ
Telephone number	07729 619552
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Registered person	Harvington 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Harvington Pre-school is a committee-run group that was registered in 1976. It operates from the main room at Harvington village hall, near Evesham and has a small enclosed area for outdoor play. The pre-school serves the village and the surrounding area.

The pre-school is open from 11:30 to 14:45 Monday to Thursday in school term times. There are currently 20 children on roll. Of these, one child receives funding for nursery education. The pre-school supports children with learning difficulties or disabilities.

Four staff work with the children. Of these, three have appropriate qualifications to Level 2 or above and the fourth is working towards a Level 3 qualification. The pre-school receives support from a mentor teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's welfare is not safeguarded following accidents because staff do not keep accurate and detailed records and do not consistently ensure that these are signed by parents. Children are protected from cross infection because the pre-school has a clear policy not to accept children who are unwell and this is made known to parents. Children develop their understanding of good hygiene as they follow routines such as washing hands before lunch. They know that they must do this because 'germs will make you poorly'.

Children increase their awareness of the principles of healthy eating as they enjoy a range of healthy snacks such as fruit and a plain biscuit for their afternoon snack. They bring their own packed lunches but their parents are asked not to send fizzy drinks, sweets or crisps. Children are protected from harm because staff request that an ice pack is included in the lunch box but staff do not meet Environmental Health requirements with regard to training.

Children understand the benefits of fresh air and exercise because they play outside most days. They improve their balancing skills on the stilts or run around chasing hoops. They have additional opportunities for indoor exercise. They develop their co-ordination and awareness of space as they enjoy music and movement sessions or ride age-appropriate bikes. Staff support younger children well to help them develop their skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children receive care in a safe and secure environment because staff have assessed and minimised hazards. For example; there is a gate across the kitchen doorway, the heaters are guarded and the front door is secured with a high level bolt. They develop their awareness of safety issues because they know that they should not throw toys and that they should try not to bump into other people when they are riding the bikes. Children learn to protect themselves in an emergency because they have regular opportunities to practise the evacuation procedures and staff keep a record of the practices. Their learning is further enhanced through visits from a local fireman who also helps them to understand what to do if they were to find a fire in their own home.

Children use premises that are suitable and are kept clean and adequately maintained. Staff make good use of limited display space to create an attractive environment using posters and displays of children's own work. Children use a good range of high quality equipment and self-select from the toys put out by staff each day.

Children's welfare is safeguarded because staff have a sound understanding of the symptoms of child abuse and the procedures to follow if they have concerns about a child in their care. Staff keep an incident record of any concerns they might have about a child or any visible injuries that children have sustained at home. Children learn to protect themselves because

they develop awareness of their personal space and learn that they can say 'no' to another child if they do not want to be touched.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children of all ages are confident learners. They enjoy pre-school and confidently self-select activities. Young children take part in the structured activities but these are differentiated to meet their needs and staff show some awareness of the principles of the 'Birth to three matters' framework in their planning. Young children develop manipulative skills as they use glue sticks to paste a Christmas star and then carefully stick on sequins to decorate it. They extend their imaginative play using toys such as the tea set or the hairdressers set. They listen and respond to stories such as 'The three bears'.

Nursery Education

The quality of teaching and learning is satisfactory. Children make sound progress towards the early learning goals because staff have a good knowledge of the Foundation Stage curriculum and understand how children learn. Children enjoy interesting planned activities that relate to the stepping stones appropriate to their age and stage of development. However, these do not adequately cover all aspects of the six areas of learning and staff do not evaluate what children have learnt from the activity or use the evaluation to inform future planning. This limits children's progress. Children's development is monitored because staff make regular written observations and keep records using the school transfer documents.

Children enjoy a varied range of activities that supports their creative development. They explore the sounds made by a variety of musical instruments. They use the instruments to play along with favourite songs; learning to listen to the music and to play only when the music is playing. They develop their self-confidence as they take turns to show the rest of the group what sound their instrument makes. They experiment freely with a variety of media. They try blow-painting and they make a collage with lentils. They make Christmas decorations. They use tools such as scissors and glue brushes with increasing competence. They make choices as they choose how to decorate their stars and stockings. Staff support their learning as they help them to use the tools and encourage them to identify the colours they are using.

Children become independent learners because staff give them room to initiate ideas. They decide they would like to listen to the story sitting on chairs instead of the floor. They extend a craft activity by writing numbers on the paper instead of drawing a picture. Children talk about the numbers on a clock face and the shapes on their stained glass windows. However, they have limited opportunities either through planned activities or through daily routines to count, recognise numbers, compare groups of objects or solve mathematical problems.

Children explore natural objects. They collect fallen leaves in the playground to make a collage and bring in items from home for an interest table. They begin to use technology as they operate the CD player and the camera. They begin to understand the purpose of the written word as staff label the picture they have drawn for their Christmas calendar and talk about the letter sounds as they do so.

Helping children make a positive contribution

The provision is inadequate.

Parents are made aware of how to make a complaint to the regulator, but a log has not been kept containing details of complaints that have been made against the provider. Children are not fully protected because the provider has not complied with regulations requiring them to have this information available to parents. Children's needs are met because parents receive information about the pre-school in a detailed brochure that has recently been updated. Parents are encouraged to be involved in the group by joining the committee, helping at sessions or by sharing their skills. They develop a relationship with their child's key worker and find staff supportive when they have concerns about their child. Children with learning difficulties or disabilities receive good care because the staff are alert to identify problems, discuss concerns with parents and make appropriate referrals to obtain help from outside agencies.

The partnership with parents and carers of funded children is satisfactory. Parents are involved in children's learning because they receive information about the Foundation Stage in the brochure and information about current topics and activities in the monthly newsletter. They discuss their child's individual progress with their key worker.

Children's spiritual, moral, social and cultural development is fostered. They develop a good awareness of our wider society because the pre-school provides a range of toys such as jigsaws, role play equipment and books to support their learning. They learn about other cultures and religions as they celebrate a variety of different festivals. At Christmas they sing Christmas songs, make decorations and have a special lunch. At Chinese New Year they taste food such as noodles, try to use chop sticks in the play dough and talk about the animal year. Children understand about people with disabilities through a visit from a guide dog and become involved in the local community as they go carol singing with staff and their parents at Christmas. Children behave well at the pre-school. Staff use age-appropriate strategies to manage their behaviour. They help children to understand why certain behaviour is unacceptable and keep an incident record of significant concerns. Children learn to share and to take turns and sing a song to help them to remember to say 'please' and 'thank you' at meal times.

Organisation

The organisation is inadequate.

Children's welfare is safeguarded to some degree because staff working with the children have all undergone suitability checks including a Criminal Records Bureau disclosure. If new members of staff are waiting for checks to come through they are not allowed to be on their own with the children at any time. However, the previous committee were slow to make themselves known to Ofsted and were not rigorous in ensuring checks were completed promptly. This compromises children's safety. Children are protected when new staff or volunteers come to the group because the manager has a clear induction procedure in place that provides adults with information about the group and its policies. Children's welfare is also safeguarded because all required policies and procedures are in place, staff keep accurate attendance records and parents provide information about their child along with most recommended consents. However, staff do not consistently obtain consent to take photographs of children. This compromises children's privacy.

Leadership and management of the funded children is satisfactory. Children benefit from the expertise of a high ratio of well-qualified and experienced staff who are very committed to the group and work together well as a team. This creates a happy atmosphere where children thrive. The manager is committed to encouraging staff to attend training to gain or improve their qualifications. She aims to provide an environment where children are prepared well for school but does not have a clear view of the weaknesses in the planning of the nursery education. The new committee are enthusiastic, are committed to finding out their roles and responsibilities and, after only a week in post, are planning ways to ensure that they function effectively in the future.

Overall the provision does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group was recommended to ensure that all policies meet the requirements of the national standards, to provide fresh drinking water at all times and provide healthy snacks. They were also recommended to ensure risk assessments are effective, to ensure qualifications requirements are met and to provide appropriate play and activities for two-year-olds.

Children are generally safeguarded because most policies conform to the requirements of the national standards. However, the complaints policy does not meet recent changes to requirements and an action has been set. Children develop their awareness of healthy lifestyles because they help themselves to drinks of water throughout the session and enjoy a healthy snack mid-afternoon.

Children's safety has improved to some degree because risk assessments are now used effectively to identify hazards and follow-up action is taken where possible given the limitations of the building. However, timescales are still not included to ensure prompt action is taken. Children now benefit from the care of well-qualified staff and young children enjoy an interesting range of age-appropriate toys and activities.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted. Concerns were raised about procedures for referring concerns to Social Services in relation to child protection and in meeting the Area Child Protection Committee guidelines. This relates to National Standard 13: Child Protection and Standard 12: Working in partnership with parents and carers. We asked the provider to investigate these concerns and report back to Ofsted within 7 working days. The provider reported back within the given timescales detailing all policies and recording mechanisms used by the setting to comply with the Area Child Protection Committee guidelines. The provider also identified an area for future improvement of the policies for the setting in raising staff awareness and building staff confidence when dealing with issues of a child protection nature. 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.

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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, the registered person **must** take the following actions:

- ensure that the complaints policy includes the phone number of the regulator and keep a record of complaints made that conforms to the requirements set out in the national standards
- maintain an accurate record of any accidents that occur including the date of the accident and the full name of the child and ensure that records are signed by parents
- ensure that all members of the pre-school committee have a Criminal Records Bureau check.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- improve the range of planned activities to cover all aspects of the six areas of learning
- use evaluations of activities to consider what children have learnt and to identify the next steps in their learning
- improve opportunities for children to develop counting, to recognise numbers, compare groups of objects or solve mathematical problems.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk