

Badgemore Pre-School

Inspection report for early years provision

Unique Reference Number	133685
Inspection date	15 May 2007
Inspector	Christine Cutts
Setting Address	Hop Gardens, Henley-on-Thames, Oxfordshire, RG9 2HL
Telephone number	07867 660834
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Registered person	Badgemore 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 satisfactory. The registered person meets 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?

Badgemore Pre-School opened in 1983. It operates from a portakabin situated in the grounds of Badgemore Primary School in Henley-on-Thames. The pre-school is managed by a committee of parents and serves the local area. Children attend for a variety of sessions.

The setting is registered to accept up to 20 children from two to under five years and it currently has 26 children on roll. At present 20 children receive funding for early education. The pre-school currently supports three children who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 9.00 until 12.00 on Mondays, Wednesdays, and Thursdays, and from 09.00 until 15.00 on Tuesdays and Fridays. Four staff work with the children and over half of them have early years qualifications to level 3. The pre-school receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a range of energetic physical activities that contribute to a healthy lifestyle. They develop self-confidence in their physical skills as they use a range of indoor and outdoor toys and equipment, laid out like an obstacle course with tunnels, seesaw and climbing frame for wet weather play.

Children learn the importance of good personal hygiene through staff reminders to blow their noses and children proudly show how they have washed their hands after going to the toilet. The children are protected from infection because the children play in a clean and well-maintained environment and the staff have information about children's health care matters. All relevant documentation is in place although not all medication administrations are appropriately recorded. The majority of practitioners hold current first-aid certificates.

Children benefit from a healthy diet. They enjoy healthy snacks and drinks, fruit and crackers or bread sticks at snack time. Everyday events such as snack times and topics include discussions and opportunities for children to taste and find out about a variety of foods. The staff take account of the wishes of parents and have a clear record of any allergies or medical condition as well as any dietary requirements to ensure all the children have appropriate and suitable meals.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and well-maintained environment. The organisation of age-appropriate toys and equipment means children can move around safely and freely to independently access available resources from tables, shelves and box drawers at child height.

Children benefit from a good range of safety measures, for example socket covers, fire extinguishers and a fully secure outdoor play area. They develop a good awareness of safety through practising emergency evacuations. Staff deployment is good and guarantees children are supervised and safe at all times. Sensitive reminders, such as a request to remember to use equipment appropriately, such as not walking up the slide, increase children's awareness of everyday safety in the setting.

Children are protected from possible abuse or neglect. Staff show an understanding of the procedure to follow with any concerns. They are fully aware of the types of abuse and signs to look for; however, they have not had any current training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident, settle quickly and readily ask adults for their favourite activities. Children freely select from a wide range of resources. They show interest and spend time concentrating on the resources and activities prepared for them. They are curious and want to play with the resources such as the marble run, watching the marbles run through the structure they have made. Children are developing good relationships and get on well with peers and adults. They play imaginary games together, making cakes in the role-play corner, they co-operate, working

together to make the seesaw work and take part as a group at story and singing times. Children make connections in their learning as they regular use a wide range of creative materials, such as paint, dough and pencils, which encourages them to represent their experiences, feelings and ideas in a variety of ways.

The staff promote children's development; however, the group do not use the Birth to three framework to support younger children's development.

Nursery Education

The quality of teaching and learning is satisfactory; the staff team, who have a confidence and secure knowledge of the Foundation Stage, supports children. Planning covers all areas of learning, although it lacks detail of the children's individual learning needs during focused activities. Children's development is recorded on assessment records; however, this information is not used effectively to promote planning for the individual child's next step in their development and learning.

Children show a sense of belonging as they greet each other and staff on arrival. They are actively involved in play and activities throughout the sessions. Children are developing in their use of number and mathematical language; they talk about big and small, talk about and name shapes. They count correctly to five and show a clear awareness of the order of numbers when counting and labelling the five little ducks.

Children enjoy books and readily select them to read to themselves and others, they take part and listen well at story times. Children have many opportunities to make marks and practise emergent writing, with free drawing, and when taking orders for pizza in the role-play area. Children are confident communicators and use language effectively to make their feelings, thoughts, wants and needs made known to others.

Children are able to freely explore everyday items, learn through practical play with items such as telephones and play microwave ovens and irons. Children learn about time and are developing a sense of past and present, they know the routine of the pre-school and know what to do at tidy up time or when preparing to go out-side for play. They also learn about the natural world by observing growth, such as when growing plants in the garden, and with topics such as the countryside, where they discuss farming and where food comes from.

Children concentrate on activities, and they develop imaginative games, pretending to cook in the role-play area or when building their 'garden' in the group area. Children's skills and knowledge are developed through staff joining in their play, extending learning by building on the children's own interests and by asking challenging questions.

Helping children make a positive contribution

The provision is satisfactory.

Children feel valued as individuals. The children and the staff show respect, consideration and care. Staff value children's input, listen to them and respond showing interest and concern. Children's work is displayed and children learn to value themselves and others through planned topics and activities such as the countryside. Children's spiritual, moral, social and cultural development is fostered. There are systems in place to support children with special educational needs, however there are none currently attending. The setting has several children attending

who have English as an additional language and has developed good links with the school and the community to help support the children.

Children's behaviour is good, they have a good level of independence, freely selecting equipment for themselves and taking responsibility for their personal care.

Partnership with parents and carers is satisfactory. Children benefit from parents' involvement in their learning. Parents have good information on the children's activities through newsletters, daily chats and notice boards. This helps staff and parents work together to help children progress.

Organisation

The organisation is satisfactory.

Induction training, policies and procedures are in place and work in practice to keep children healthy and safeguard their welfare. The effective organisation of the available space, resources and staff levels ensure that all the children attending have full support. Committed staff consistently promote the children's well-being, offering a calm and happy environment where good relationships between adults and children are evident.

Leadership and management is satisfactory. The management and staff work well as a team and show a commitment to improving the standards of care and education. Staff's sound understanding of the foundation stage curriculum enables them to provide planning of activities that cover all areas of learning; however, plans do not include children's individual learning needs. Staff observe children's developmental learning, and keep assessment profiles, however these are not used to help formulate planning to promote children's progress. All regulatory documentation is in place and is stored appropriately to ensure the children's welfare is promoted. Staff share information with parents on a regular basis to inform them about their child, through newsletters, notice boards and daily contact. This supports and contributes to the continuity of care for the children.

The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection, the quality of the care was judged as inadequate. The setting needed to improve staff ratios to ensure the minimum requirements are met at all times. The group have reviewed their ratios and registration systems to ensure that the minimum required adult and child ratios are now met at all times. The setting was also asked to improve knowledge of the child protection procedure and make sure the child protection policy includes arrangements to safeguard children from abuse or neglect, and the procedures staff will follow should allegations of abuse or neglect be made. The child protection policy has been updated and staff have discussed the settings child protection policy, however, staff have not yet been able to access child protection training. This remains a recommendation of this inspection.

At the last Education inspection the setting was asked to develop planning to show clearly the aims of the activities and increased challenges for more able children. Challenges for older children have been identified in short term planning objectives, however, individual children's learning needs have not been identified. The setting was also asked to improve the consistency of the teaching to routinely develop the curriculum through child initiated activities and children's natural curiosity. The majority of the children's time in the setting is free play with

children choosing where and what to play, with adults joining the children to listen, talk and extend the children's thinking with appropriate questioning, building on the children's own interests.

Complaints since the last inspection

Since the last inspection there have been no complaints made Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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):

- ensure that all medical record clearly records all appropriate information
- ensure that the provision has due regard to the Birth to three matters framework for young children
- provide current child protection training for all 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 planning to identify children's individual learning needs, to enable staff to use focused activities to promote children's development onto their next steps
- use assessment records to clearly identify children's progress on the stepping stones to enable staff to identify and plan for their next steps.

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