

Hyde Pre-School

Inspection report for early years provision

Unique Reference Number	109834
Inspection date	27 April 2007
Inspector	Anne Mitchell
Setting Address	Hyde Church Rooms, Hyde, Fordingbridge, Hampshire, SP6 2QH
Telephone number	01425 655714
E-mail	
Registered person	Hyde 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?

Hyde Pre-School opened in 1984 and is a committee run group. It operates from three rooms in a community hall in the village of Hyde near Fordingbridge and serves the local area. There is a fully enclosed garden for outdoor play.

The setting is registered to provide care for 20 children from 2 to under 5 years. There are currently 32 children on roll. This includes 25 children who are in receipt of nursery funding. Children attend for a variety of sessions.

The group opens each weekday during school term times. Sessions are from 09:00 until 13:00.

There are 10 staff who work directly with the children. Of these, 6 hold relevant child care qualifications. The setting receives support from the Early Years Advisory Team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted and they understand the importance of good hygiene routines. They are encouraged to wash their hands after using the toilet and before snacks. Staff talk to them about why it is important, saying 'We need to wash off all the germs so you don't get tummy ache'. Children demonstrate their understanding as a child observes 'Germs are too tiny to see'. Children use step stools to reach the basin and toilet and this promotes their independence effectively. Children use paper towels to dry their hands, to limit the spread of infection.

Children's health and welfare is well supported through the accident and medication records and effective policies. Sick children's policies are shared with parents from the outset to ensure they know to exclude sick children from attending. This helps to limit infection and ensure children are healthy. Several staff hold current first aid certificates. This ensures children can be treated promptly and effectively in the event of an accident.

Children have very good opportunities to enjoy exercise and the fresh air as they move freely between the indoor and outdoor area. Children use the equipment in the well resourced garden. They play happily in the sand digging and making castles. They climb the ladder and slide down. Children use bikes and scooters on the paved area, and staff have devised physical games, using dice and simple instructions to help children move in a variety of ways.

Children enjoy a healthy and well balanced diet at pre-school, such as dried and fresh fruit and wholemeal pitta bread. They help to prepare snack and this provides an opportunity to discuss healthy eating. They enjoy chopping apples and kiwi fruit and cut cheese into small pieces. Children are encouraged to drink water regularly throughout the morning. They each have a named water bottle and this ensures they are well hydrated, as they help themselves to drink throughout the session. Children are encouraged to try new foods to extend their tastes. For example, a member of staff brings in dates for children to try.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the care they receive in the secure premises. There is good visibility to check visitors to the group. Safety equipment is fitted in rooms used by children and supervision of the children is good inside and out. Staff are skilled at monitoring all areas of the setting, even while involved in small groups or individual play. Children are reminded about looking out for each other and keeping themselves safe. One child warns another 'Don't walk in front of the swings. You might get hurt!' Staff remind children to stay on the left side of the pathway as they ride their bikes enthusiastically.

Risk assessments are completed regularly to ensure all aspects of the setting are safe, including checking that resources are safe for children to use. Toys and equipment are accessible to children at their level so they can choose them safely.

Children practice the emergency evacuation procedure on a regular basis to ensure they are able to leave the building quickly and safely. Children's knowledge and understanding of fire safety is positively promoted through visits from the local Fire Brigade at the local school, where the pre-school children participate in using hoses and talking about keeping safe.

Children are well protected from harm and neglect. The staff's knowledge and understanding of child protection issues and procedures is secure. Many have completed training and are able to recognise signs and symptoms. They have good knowledge of procedures to follow and they share their policies with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very confident and well settled. Children are welcomed warmly and are well supported by staff, so they feel secure. They have a broad and balanced range of resources and activities inside and out to promote their all round development. Two children use the dough to make food and mould cake shapes. They become fully involved in their play, arranging the plates and cutlery ready for 'dinner'. One of the children puts a saucepan full of dough into the 'oven' and tells their friend 'It should be done in a while. Don't be long!'. Children have fun pushing diggers through the small pebbles, making a road. Staff take a genuine interest in what children have to say and interaction is very good. This promotes children's language development and vocabulary. Children benefit from staff's supportive participation in their play. They become involved in children's make believe. One child asks the adult 'What do you want at the shop?' The member of staff asks 'Can you buy me some bread?' Children are well occupied in a good range of child initiated activities, that are well planned and supported by staff.

Nursery Education.

The quality of teaching and learning is good. Staff use effective teaching methods to support children's learning. They ask open ended questions such as 'How many more bricks can you put on before the tower wobbles?' They praise and encourage children's achievements. When a child tells a member of staff 'I don't think I can cut the fruit', the member of staff tells them 'I think you might be able to if I give you this special knife. You're so clever I'm sure you can do it! Do you want to try?' The child uses the knife successfully and smiles broadly as he cuts through the apple. Staff demonstrate a secure knowledge and understanding of the Foundation Stage curriculum and planning encompasses all areas of learning. Planned activities include many elements of learning. Staff liaise closely with the local school, and organise regular visits to ensure that the transition from pre-school to the infants' department is a smooth and happy experience.

The setting operates a successful key worker system. All staff complete regular observations on all children to track their progress. The child's key worker collates the findings to be included on the child's records of achievements and successfully plan the next steps for their development. The effective organisation of staff and resources promotes children's learning well. There is a high staff ratio to ensure children are successfully supported. Planned activities are well thought out and prepared. However, the evaluation and assessment of activities is not always consistent. The setting have recently adapted their planning but have not yet devised a successful assessment process. Consequently, older or more able children are not always challenged sufficiently.

Children's personal, social and emotional development is particularly well supported and this a strong area for the setting. Children are highly confident and very motivated from the start of the session and throughout the day. They are very independent and focus for extended periods on their chosen activities. One child chooses to select coloured pegs to put on the peg board. Working alone, she chooses each colour with care, and places the peg in the board. She

occasionally looks up to tell the adult 'This one is pink and I have pink shoes'. She completes the board, counting the top line correctly. Another child becomes involved in role play in the 'grocer's shop' choosing real vegetables and weighing them, before putting them into the trolley. Children have developed close relationships. During a planned activity, a younger child sits with the older children. Still focussed on the task, the four-year-old puts his arm around the younger child and gently kisses his shoulder. Children's behaviour is very good. They demonstrate a strong sense of community through discussions about visits to the local school, special events and news from home.

Children enjoy listening to, and participating in well read stories. Props are used to bring the story to life, such as the use of cuddly animals during the story of 'The Loudest Roar' and a 'Bean Stalk' during 'Jack and the Beanstalk'. Children act out the story, each taking a character part. Children have a variety of opportunities to write and make marks. They make lists using notepads and pencils in the home corner. They 'paint' with brushes and water on the paving stones and outside walls. However, staff do not always encourage children to write their own names on their art work. Children recognise their names as they select their name card to self register on arrival. Most of the time children have good listening skills. However, at times throughout the session, such as snack time, children become disruptive and do not listen well. Children link sounds with letters as they recognise the letters of the week. They find objects from home to bring in to put in their 'Busy Boxes' or display on the interest table.

Children count with increasing confidence as they count the children present, or the pegs in a peg board. They are beginning to recognise numerals as the setting has a 'number of the week'. Children are not always encouraged to use simple calculation during play activities. Children are very enthusiastic about weighing and measuring. They use a tape measure to see how tall they are, and scales to weigh the vegetables in role play scenarios. Children recognise and name shapes, finding similarities around the room, finding how many circles they can see, for example. Children are encouraged to think about comparisons and use mathematical language, such as bigger, longer, smallest, few and many.

Children explore the natural world with real enthusiasm, using a magnifying glass to look at woodlice and beetles. They study the creatures in a transparent bug box and find out about it through reference books. They look at life cycles and 'growing' through looking at their tadpoles change into frogs. They plant and grow beans, sunflowers and other plants, and enjoy watching their progress. Children have regular opportunities to learn about information and communication technology. They listen to story tapes through the headphones and have access to a laptop computer. Children talk with excitement about what they do at home and what their plans are for the weekend. One child tells a member of staff about their planned trip to the swimming pool. This promotes children's sense of time and sense of place.

Children explore colour and texture through painting activities. They use brushes and shapes to paint and print in a variety of ways. They enjoy moulding dough and cutting shapes and use resources such as wet cooked spaghetti to try new tactile experiences. Children use their senses to smell and taste new foods and spices. Dates and cloves are brought in to support the letters of the week 'd' and 'c'. Children taste the dates and smell the cloves and talk about them. One child says 'It tastes a bit like toffee'. They have good opportunities to use their imagination in role play, indoors and out. One boy makes 'tea' in the home corner, offering an adult a cup. The boy hands the cup to the adult saying 'I hope you like it, we only have mint tea!' A small group of children play for extended periods in the home corner, developing their own story lines and scenarios. Children enjoy using percussion and musical instruments and use rhythm

to accompany songs or words. They participate with enthusiasm in singing their favourite songs and often sing spontaneously to themselves as they play.

Children manoeuvre with confidence around the play areas, inside and out. They use pedal bikes with increasing competence and have good opportunities to climb and balance on the outdoor play equipment. Consequently their large muscle control is well developed. Children have a good sense of space and negotiate well with one another as they move around their environment. Two children help each other to lift the shopping trolley up the small step into the playroom, freeing the wheels from under the step first. Children understand the changes in their bodies as they run and play. A member of staff asks the children 'What happened to you when you were running outside?' The children reply 'We got hot' 'We got puffed out'. The member of staff encourages the children to drink some water and rest, '..to cool down'. Children have very good opportunities to develop their small muscle control. They use tools such as scissors, pencils and brushes. Children confidently hammer nails into cork boards, and enjoy completing pegboards and puzzles.

Helping children make a positive contribution

The provision is good.

Children and their parents and carers are welcomed warmly into the setting. Parents are encouraged to stay and settle their children if they wish. Children come into the group with enthusiasm and soon select an activity of their choice. The pre-school provides a welcoming environment with children's art work displayed and toys and activities set out invitingly. This promotes children's sense of belonging. Children are caring and supportive of one another and demonstrate affection towards each other and to the staff. Documentation completed by parents gives clear information about children's individual needs, and parents and carers discuss any concerns or keep staff updated on children's news as they arrive each morning. Staff know the children well and meet their needs effectively.

There is a brief equal opportunities statement included within the operational plan, however this does not include references to legislation. Resources such as multicultural books, miniature play and dolls provide children with positive images of cultural diversity and disability. Children learn about the wider world through planned activities exploring cultural festivals such as food tasting at Chinese New Year, as well as more familiar celebrations, such as Mothers' Day.

Children's behaviour is very good. They are polite and well mannered, saying 'please' and 'thank you' spontaneously. Staff are very good role models, talking to the children and to each other with respect, and thanking children for being helpful and praising their achievements. Consequently, children have high self esteem and are eager to help tidy up or prepare snacks. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They are involved in providing information to key workers about their children's starting points when they start at the pre-school. Parents are provided with good information about the Foundation Stage curriculum, and the stepping stones. A regular newsletter keeps parents and carers informed of the themes and projects in the pre-school. Children's records of achievements are shared with parents on a regular, but informal basis. Parents are provided with clear information about children's next steps for their development. Their views are sought through questionnaires and these are actioned, where possible. Parents and carers are fully involved in extending children's learning in the home by looking for special objects for their children's 'Busy Bags', and things that begin with the letter of the week. One child brings in a toy donkey and tells the member of staff 'It begins with 'd'.

Parents and carers state they are very happy with the level of care and education their children receive. Parents state that their '...child's confidence and independence has improved' and that their '... child is settled and happy, they are safe and well cared for'.

Organisation

The organisation is good.

The setting meets the needs of the children for whom it provides care and education. Staff are experienced and very dedicated to providing a secure and stimulating learning environment for all children at the setting. Regular training opportunities are taken up by staff and they are very keen to update their training in child care issues. There are effective systems in place to check new staff. Staff work very well together as an effective team, providing an excellent level of support for children. Staff deployment ensures children are well supervised and they are available to provide emotional and physical assistance for the children in their care. Staff are skilled in knowing when to participate in children's play, or when to allow children the freedom to play independently.

Space and resources are organised well to meet children's changing needs and allow sufficient space to play both indoors and in the outside area. However, organisation at snack time is not always effective as children become noisy and do not listen well at this time.

Leadership and management is good. Those responsible for the provision of nursery education have a clear aim for the future and this aim is shared with the staff team. The nursery education is monitored through regular staff meetings, which includes planning where all staff are involved. Managers attend local cluster group meetings. Regular visits and reports from the advisory teacher are used to further monitor the setting's progress.

The operational plan is comprehensive and is a working document, although it contains some out of date information. Policies and procedures are in place and are being reviewed. All documentation referring to children's records are held confidentially within the premises.

Improvements since the last inspection

At the last inspection the registered person agreed to ensure records of checks carried out on staff and committee are accessible, though confidentially stored and to ensure that registration arrangements record everyone present during the session, including visitors. They also agreed to include child protection awareness and procedures in the staff induction process.

Records are now available and remain confidential. There is a record of visitors now in place and staff have a good awareness of the child protection procedures. This ensures children are safe at all times.

Complaints since the last inspection

Since the last inspection there have been no complaints made to 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):

- improve the organisation at snack time to improve children's listening skills and social development

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):

- ensure that the evaluation of activities informs planning to provide children with appropriate challenges

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