

# Harvington Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	205490
<b>Inspection date</b>	13 June 2007
<b>Inspector</b>	Valerie Fane
<b>Setting Address</b>	Village Hall, 44 Village Street, Harvington, Evesham, Worcs, WR11 8NQ
<b>Telephone number</b>	07729 619552
<b>E-mail</b>	
<b>Registered person</b>	Harvington Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### 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, none receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities.

Four staff work with the children. Of these, two have appropriate qualifications to Level 2 or above and are both working towards higher level qualifications. 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 satisfactory.

Children have good opportunities to develop healthy eating habits. They learn to eat the savoury items and the fruit first from their lunch boxes. They enjoy a healthy range of snacks that includes a variety of fresh and dried fruit with a plain biscuit or bread sticks. They extend their knowledge of healthy eating through planned activities. For example, as part of a topic on 'vegetables' they learn to name different vegetables, talk about how they grow and what happens when you cook vegetables such as potatoes. Children's well-being is safeguarded because the manager has a relevant food hygiene qualification.

Children's care is compromised because the group does not ensure that there is at least one member of staff with a current first aid training certificate on the premises at all times. Children are also not fully protected from cross-infection because the exclusion periods for children who have had sickness or diarrhoea have not been updated in line with recent guidelines and are not readily available to parents. In other respects children's health is promoted and they learn about good hygiene practices. Children know that they must wash their hands before lunch to 'wash the germs off'. They use the toilet and hand washing facilities with increasing independence and staff provide support to younger children. Good procedures are in place to ensure that children are safe in the sun.

Children understand the benefits of fresh air and exercise because they play outside for a while on most days and have additional indoor opportunities for exercise. They improve their ball skills using a range of balls of different sizes for throwing, catching, kicking and rolling. They enjoy music and movement sessions. For example, as part of a topic on 'insects' they pretend to be bugs and move in different ways around the room, interpreting movements such as slither, scurry, hover and wiggle. Children develop co-ordination and control as they ride suitable bikes for their age and stage of development. Staff support younger children well who are learning to pedal.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children use premises that are suitable and are kept clean and adequately maintained. The layout of the equipment is welcoming. Children see their own work displayed as well as photographs of themselves enjoying activities. They use a good range of high quality, well-maintained equipment that is stored away from the main hall. They self-select from the range put out by staff each day.

Children benefit from a safe and secure environment because the staff use risk assessments to identify hazards and ensure that these are minimised. For example, protective film has been fitted over low-level glass panels to ensure their safety. There are clearly defined procedures in place for emergency evacuation of the building and these are known to all staff. Children learn to protect themselves in an emergency because they have regular opportunities to practise the procedures. Their learning is further enhanced through visits from a local fireman who also helps them understand what to do if they were to find a fire in their own home. Children are escorted safely from the neighbouring nursery. They learn to hold on to the walking snake and they sing a special song as they walk round to pre-school.

Children's welfare is safeguarded because staff have a good understanding of the symptoms of child abuse and the procedures to follow if they were to have concerns about a child in their care. Both the manager and one of the committee have detailed knowledge of the local child protection guidance and there is a clear policy in place for the pre-school that has been updated in line with recent changes to the local guidance. Children develop their awareness of their personal safety because they learn to maintain their personal space and that they can say 'no' to another child if they prefer not to be touched.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children of all ages settle extremely well in pre-school. They come in confidently and quickly select an activity from the range available. They form good relationships with staff and older children develop friendships with each other. The younger children benefit from the staff's understanding of the 'Birth to three matters' framework and enjoy extended times of free play. They are encouraged to join in planned activities and these are adapted to meet their needs. They develop their creativity as they use the play dough. Staff allow them plenty of time to experiment freely and explore the texture of the dough. Children use a variety of tools such as knives, cutters and rolling pins to manipulate the dough and to make shapes. They develop good communication skills because they are confident to talk to staff to ask questions and to express choices.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress towards the early learning goals because they access an interesting range of well-planned activities that cover all areas of learning. Staff know each child's level of development well and adapt activities to meet their individual needs. The activity plans show clear learning intentions for each week and staff evaluate plans for the group as a whole and for each child. The new manager uses the evaluations extremely well to produce an individual education plan for each child that identifies their next steps in learning in each of the six curriculum areas. However, children have not benefited from ongoing monitoring and recording of their progress and development throughout their time in pre-school. Staff make good use of their time and are fully involved in children's play and learning. They have a secure understanding of how children learn and know when to stand back and when to be involved or to offer help. They provide children with a good balance of free play and structured activities but children have limited opportunities to use technology.

Children benefit greatly from a rich linguistic environment where they learn to use language extremely well. They extend their vocabulary because staff regularly introduce new words and ideas. For example, they talk about 'symmetry' when doing butterfly paintings. Children make good use of the comfortable book area. They look at books on their own or with an adult. They enjoy listening to group stories such as 'Doing the animal bop' These help them to develop their awareness of rhyming and alliteration.

Children enjoy a topic on 'insects'. They recall the bug hunt they did the previous day and use descriptive language well to talk about how the bugs felt when crawling on their arms. They discuss spiders and count how many legs they have. They like making spider's webs. They use tools such as a glue stick to trace the lines of the web and choose what colour glitter to use. Older children enjoy the challenge of drawing their own webs. Children then make their own spiders with play dough and straws. They thoroughly enjoy chopping up straws to make the

legs and older children use scissors competently. Staff provide help and support where necessary for younger or less able children. Children count how many legs they have put on their spider and laugh because they know they have put too many! They become engrossed in the task and staff are sensitive to their leading and delay the next activity until children are ready. Children have great fun looking for spiders around the hall and spot one on the ceiling while they are eating their snack. They have an animated conversation as they decide that it is asleep and whether it is lazy or has been busy building a web! They then take turns to decide what sort of animal they would like to be themselves.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They develop good social skills and they behave very well at the pre-school. They respond positively to the calm manner of the staff and their consistent expectations for children's behaviour, supported by well-deserved praise. They learn to respect one another; for example, they learn not to knock over another child's model that they are building. Staff handle any unwanted behaviour well, using appropriate strategies. Children improve their understanding of our wider society as they play with toys such as jigsaws with pictures of people from other cultures and small world equipment reflecting people with disabilities. They discover other cultures and religions as they celebrate a variety of festivals and take part in different activities. For example, when learning about fruit they read the story 'Handa's surprise' about a child who lives in Kenya. They talk about living in Kenya and find it on a map of the world. They talk about how Handa is different from them and look at the different types of fruit that grow in Kenya.

Children benefit from the good relationship that the staff have with their parents. Parents receive an informative brochure about the pre-school before their child attends. They receive ongoing information about their child's care through regular conversations with their key worker. They are encouraged to be involved in the group by joining the committee, helping at sessions or sharing particular areas of expertise, such as a visit from a parent who is a fire officer. Children with learning difficulties and/or disabilities receive good care because the staff are alert to identify concerns. They discuss these with parents and seek permission to involve outside agencies where appropriate. The manager has a good understanding of different needs because she has attended many relevant training courses.

The partnership with parents and carers of funded children is good. Parents and carers receive a weekly information sheet about the activities their child is doing that week. Children have the opportunity to extend their learning at home because the sheet includes many different ideas that parents or carers can do with their child at home to develop their interests and encourage their progress. However, they do not receive an outline of the six areas of learning in the Foundation Stage.

### **Organisation**

The organisation is satisfactory.

Children flourish in the generally well-organised nursery environment and benefit from the good ratio of staff working with them. The management committee have a clear view of their roles and responsibilities and generally carry out their duties effectively. Children are protected from harm because the recruitment procedures are thorough. This ensures that all staff and committee members have undergone Criminal Records Bureau checks and are suitable to be in

contact with children. Children's welfare is safeguarded because all required policies and procedures are in place. Parents also provide all necessary information and consents before their child attends the group. Staff keep accurate records of the attendance of children, staff and visitors and confidential documents are stored in a locked cupboard.

Leadership and management of the funded children is good. The committee and the new manager are working hard to provide high quality nursery education for children in their care. The committee have a clear view of their responsibility to monitor the nursery education and have recently appointed a new manager. Children thrive because the manager provides clear leadership to a team of committed and hard-working staff and they are working well together. She has put in place a well-defined programme of training needs as part of a staff appraisal that takes into account the needs of the group and each staff member's personal development. The manager has a clear view of the strengths and weakness of the group and implements carefully planned improvements to raise the standards of the nursery education provided.

Overall the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the group was required to update the complaints policy and maintain a log of complaints that have been made, to maintain accurate records of all accidents and to ensure that all committee members have undergone Criminal Record's Bureau checks. Recommendations for the nursery education were to improve the range of planned activities to cover all aspects of the six areas of learning, to use evaluations of activities to consider what children have learnt and to identify the next steps in their learning. They were also recommended to improve opportunities for children to develop counting, to recognise numbers, compare groups of objects or solve mathematical problems.

Children are protected in respect of all the actions set. A complaints log is now in place to record any complaints made against the provision and the log contains all required information. The complaints policy has been updated to include Ofsted address and phone numbers and is readily available to parents in the 'Parent Folder' at each session. A thorough system is in place to record accidents with all required details and all members of the committee have now undergone Criminal Record's Bureau checks to ensure that they are suitable to be in contact with children.

Children benefit from a well-planned programme of nursery education that shows clearly how all six areas of learning are covered. The plans show clearly the learning intentions of activities and activities are evaluated to inform future planning for each child. Children's mathematical development is supported well both through planned activities and in daily routines. They play dice games where they count the spots on the die and follow the instructions on a card inserting the number from the die. For example, they all have to pat their knees six times. This helps children to match actions to their counting.

### **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.

## 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 good.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### 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 there is at least one member of staff with a current first aid training certificate on the premises at any one time
- update the information given to parents with regard to exclusion of children following diarrhoea and vomiting and make it readily available to them.

#### 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):

- maintain ongoing records of children's progress and development
- improve opportunities for children to use different forms of technology.

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](http://www.ofsted.gov.uk)