

Bordon Garrison Preschool and Creche

Inspection report for early years provision

Unique Reference Number	109860
Inspection date	14 November 2007
Inspector	Maureen Croxford
Setting Address	Kildare Road, Bordon, Hampshire, GU35 0HL
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Registered person	The Trustees of Bordon Garrison Pre-school and Creche
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 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?

Bordon Garrison Pre-school and Crèche opened in 1975 but moved to its present site in 1998. It operates from a purposefully adapted building which is part of the Garrison community, and located in Bordon, Hampshire. The pre-school and crèche serves Bordon Garrison and the local community and is run by a voluntary management committee. There are currently 67 children from one year to five years on roll. This includes 34 educationally funded children.

Children attend for a variety of sessions or all day. The provision has procedures in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The pre-school opens five days a week during school term time. Sessions are from 09:15 to 15:00.

All of the 13 staff employed to work with the children hold or are working towards appropriate childcare qualifications. The provision receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children enjoy an extremely welcoming environment, which helps to ensure their well-being and comfort. Staff take many positive steps to prevent the spread of infection by keeping the premises and equipment very clean. They follow the provision's clearly written procedures, for example, they wear gloves and disposable aprons when changing nappies to protect the children and themselves. The accident and medication book is up to date and signed by parents, who receive written information and guidance about head injuries.

Children are actively encouraged to be fully independent in self-care skills. Through discussion and activities they learn the importance of following good hygiene routines. Staff ensure all children use running water and soap to wash their hands before meals and before kneading the dough when they make bread. Staff act as positive role models, explaining why they must ensure that all surfaces are clean.

Children learn about the importance of activity in a healthy lifestyle as they join in free-play and organised physical activities. They thoroughly enjoy physical exercise, both inside and outside, including pedalling, catching and throwing, balancing and climbing over and under a wide range of large play equipment. Staff plan well to ensure that children are able to enjoy outside play on a regular basis.

Children select their own snacks from a wide range of nutritious foods and learn about the need for a healthy and well balanced diet. This is reinforced through a large range of exciting topics and activities, planned by staff, which ensures that they gain a sound understanding of good nutrition. Staff store and prepare food properly and hygienically. Mealtimes are relaxed, social occasions as staff sit with the children and they have the opportunity to enjoy each other's conversation. Children have access to drinking water at all times, which helps to maintain their good health and independence. Parents are offered advice on providing a healthy lunch for their children.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are very confident and very secure in the extremely well organised environment. The premises offer ample space and the necessary facilities for the very wide range of activities provided for the children who attend. The younger children mix with the older children for some activities and for meals. This allows them to develop their social skills and mix with their siblings. The fully enclosed outdoor play areas are suitable for children to use all year round. Staff organise space very effectively and the provision of a wide range of safe storage, which allows children to access their own resources easily. There is a high ratio of adults to children present, and staff are appropriately deployed, which ensures that children are always well supervised.

The provision has an excellent range of well-maintained furniture, equipment and toys that meet the needs of the children, including child-sized tables and chairs, and soft furnishings. The resources provide a well-balanced range of activities that promote children's learning in all areas. Children are able to move freely, safely and confidently between the different areas. In the toddlers area there is suitable equipment, including low chairs, soft play areas and

cushions. There is suitable bedding to meet the needs of the children if they should wish to rest or sleep.

Staff and the committee ensure that risks and hazards are minimised, through regular risk assessments. They follow the provisions well-written health and safety policies and procedures, to ensure that children thrive and learn. These are shared and discussed with parents. The provision has excellent systems in place to assure the safe arrival and collection of children, which ensures that children are unable to leave the premises unnoticed.

Children are beginning to understand the procedure for evacuation in an emergency and staff regularly practise this with them. Staff record all evacuations, evaluate how well the procedure is implemented and make this information available to parents. Staff keep clear records of all accidents and administered medication and these are signed by parents.

Staff are very aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow should they have concerns about a child in their care. Children are well protected as staff update their knowledge of safeguarding children regularly.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the provision confidently, leave their parents and carers happily and settle quickly into their chosen activities. They are comfortable, enthusiastic and self-assured in the provision's warm and welcoming environment. Staff are well-qualified and have a strong understanding of child development which ensures a wide range of activities and experiences provided which are suitable for the age and stage of the children attending. They take time to listen to the children and value what they have to say. As a result, children are well motivated and enjoy learning through play.

Staff offer children play opportunities, which allow children to develop their language skills, use their imagination and develop social relationships. During the inspection children enjoy exploring the different textures of shaving foam and dried potato. Staff observe and record what children do and use their observations to plan activities. They use the Birth to three matters framework very effectively in their planning to enhance the quality of experiences offered for younger children.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals and engage in a broad range of activities and experiences covering all areas of learning. The staff have a extensive knowledge of the Foundation Stage and have a sound understanding of curriculum planning which impacts on the learning opportunities offered. Planning shows that activities are clearly linked to the stepping stones. Staff monitor children's progress and make observations. However, they do not always use their records to help them plan for children who are more able. Evidence shows that staff support children with physical disabilities and/or learning difficulties. They adapt activities and experiences, enabling them to make good progress. Parents are well informed about their children's achievements and progress, and are encouraged to be involved with their children's learning.

Children play very well together and develop strong relationships with staff and their peers. They co-operate with one another when playing games and sharing equipment. They are

encouraged to be fully independent, for example, pouring their own drinks at snack time, and washing their own plates and beakers. Children are learning right from wrong and staff help them to understand why some behaviour is unacceptable in the provision.

Children practise early reading and writing skills, for example through emergent writing in role-play situations and labelling their artwork. They are beginning to understand that print carries meaning and use books for enjoyment. The book corners are very comfortable and children use them freely. They enjoy listening to stories read by staff and singing simple songs and nursery rhymes. They interact well and discuss their past experiences with others, for example, a three-year-old talks about the visit from the fire brigade.

Children are offered opportunities and activities to help them develop their counting skills. Two three-year-olds are able to count to ten and beyond easily. During a craft activity staff help children use appropriate language to describe and compare shape, position and size. Numerals are displayed in all areas of the provision. Opportunities are offered for children to count everyday objects and solve problems in familiar contexts.

Staff provide resources for children to find out about and identify some features of living things. Children explore and investigate showing great excitement, for example, when talking about the texture of the fir cones and chestnuts on the interest table. Opportunities are provided for children to find out about the local community, for example, they are able to explore an army recovery truck which visits the provision. They are developing their skills as they use simple electronic toys and computers, and use the mouse confidently. Children are able to build and construct models using a wide range of resources, including a camp in the garden.

Children move confidently around the provision with increasing control and co-ordination. They are provided with planned opportunities to travel over, under and through climbing and balancing equipment in the well equipped outside play areas. Children's manipulative skills are developing well and they enjoy using a wide range of tools and materials, including scissors and paintbrushes.

Staff plan many meaningful activities that enable children to explore colour, texture, form and space. Children enjoy creating shapes with dough, using glue during a craft activity and pouring and measuring water. They use their imagination and express their feelings through art, music, role-play and stories.

Helping children make a positive contribution

The provision is good.

Staff plan and provide a meaningful range of activities and resources to promote a positive view of the wider world, for example, Divali. They offer many opportunities, which help to increase the children's awareness of diversity and their understanding of others.

Staff meet the individual needs of the children well as they discuss their normal daily routine with parents. Evidence shows opportunities are offered for children for whom English is an additional language to see that their own culture is respected and valued. Children are encouraged to show care and concern for each other and to play together harmoniously. They behave well and staff help them to understand why some behaviour is unacceptable, for example, snatching toys. Children know what is expected of them and show high levels of confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children settle well because staff have an excellent knowledge and understanding of their individual routines. The provision keeps parents very well informed of the children's care and encourages parents to spend time in the provision and observe their children at play. Parents receive very clear, well-written information and have very good opportunities to contribute to their children's learning.

Organisation

The organisation is good.

Children benefit and make good progress in their learning due to the very good knowledge and understanding of the curriculum of the staff. Staff deployment and knowledge of child development is good and staff have a clear understanding of what is expected of them on a daily basis, helping to promote positive outcomes for children. The management committee and staff have developed a wide range of effective procedures, which enable parents to know how the provision operates on a day-to-day basis. A comprehensive operational plan covers all areas of practice.

The induction programme, ongoing training and the implementation of policies and procedures contribute to children's health, safety and well-being. Children benefit from a consistent key worker system, which helps to ensure that they are secure, safe, and develop good relationships. Systems are in place to monitor teaching.

The leadership and management of the nursery is good. The manager and staff receive strong support from the committee. Staff are appropriately qualified and the manager has ensured that all those working with the children in receipt of funding for nursery education, have sufficient knowledge of the stepping stones and the curriculum guidance. The staff and management committee ensure that policies and procedures are reviewed regularly. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the manager and staff have reviewed the planning throughout the provision. This ensures that children enjoy a suitable range of activities which are appropriate for their stage of development.

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):

- develop further opportunities for children with English as an additional language to see that their cultures are respected.

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):

- develop the use of observations and records to ensure that the needs of all children are met, especially those that are more able.

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