

# South Moreton Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	133717
<b>Inspection date</b>	03 December 2007
<b>Inspector</b>	Jenny Scarlett
<b>Setting Address</b>	South Moreton Pre-School, South Moreton, Didcot, Oxfordshire, OX11 9AG
<b>Telephone number</b>	01235 819657
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of South Morton 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 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?

South Moreton Pre-school opened in 1978. The pre-school operates from a detached self contained building in the grounds of South Moreton Primary School. The pre-school moves to new purpose built premises on the school site in January 2008. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:45. A lunch club operates from 11:45 to 12:45 on Mondays, Wednesdays and Thursdays. Pre-school sessions for two year olds operates on Mondays and Wednesdays from 13:00 to 15:00. All children share access to a secure, enclosed outdoor play area.

There are currently nineteen children aged from two to under five years on roll. Of these thirteen children receive funding for nursery education. Children come from a wide geographical area. The pre-school can accommodate children with learning difficulties and / or disabilities. There are currently no children attending who speak English as an additional language.

The pre-school employs two staff. Both hold appropriate early years qualifications. The pre-school receives support from a teacher from the Early Years Childcare Partnership (EYCP)

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children widen their appreciation of healthy snack options through the nutritious food they enjoy whilst in the setting. Allergies or dietary issues are discussed with parents before they commence pre-school. These discussions are recorded and their individual needs accommodated. Children are able to help themselves to water during the sessions. This helps to ensure they remain hydrated. For those children who stay to lunch, staff encourage parents to provide healthy, balanced and an appealing selection of foods for their children. Staff ensure children's packed lunches are appropriately labelled and stored in the fridge. Children enjoy the social element of snack and meal times. There are good opportunities for children to engage in conversations with each other and staff. Children gain independence as they open the food packages and confidently pour their own drinks.

Children are very aware of the importance of looking after their bodies. They follow good personal hygiene routines, such as fetching tissues to wipe their nose and washing hands after they have been to the toilet. Children learn why this is important and talk about the need to wash away the germs. Children stay healthy because staff implement effective procedures to minimise the risk of infection, for example, they clean tables using anti bacterial spray. There is a range of measures to support children's good health. They use separate paper towels when hand drying to reduce the risk of cross contamination and written parental permission has been obtained to seek emergency treatment. Children benefit from the staff's good understanding of first aid and the correct procedures to follow should accidents or incidents occur.

Children's physical development is a particular strength of this setting. Children have excellent opportunities to move spontaneously between the indoor and outdoor environments. They are able to play out in all weathers and wear waterproof trousers for outdoor play when it is wet. Children take turns to ride the bikes and wheeled toys. They use their names or photos to register their interest which develops their skills in negotiating turn taking for the bikes and staff use a timer to give children sufficient time to use the popular equipment. Children explore by mixing water into the sand in the large outdoor sand pit. They become excited as they make sandcastles and use the large digger and dumper trucks to move the sand. Others happily instigate their imaginary games on the climbing equipment or enjoy a story with staff whilst holding their doll.

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

The provision is good.

The premises are clean, well maintained and of an appropriate temperature. Examples of children's individual artwork within the pre-school create welcoming displays for parents. Play areas are made inviting and welcoming by resources being stored at low level for children to access easily and books are displayed invitingly. The low level and suitable posters, display tables relating to topics, number line, letters and displays of children's work contribute to the vibrant welcoming environment. Children rest in the book corner if they want to relax and are able to visit the toilet independently. They benefit from the staff's good understanding of safety issues regarding the purchase and ongoing maintenance of equipment. As a result, they play with age appropriate toys that are safe and suitable.

Staff carry out thorough risk assessments prior to children's arrival and reduce hazards effectively. Children are unable to leave the premises unsupervised as staff monitor the hand over times at the end of the sessions carefully. Children know the procedure for emergency evacuation and practise this every term with staff, although procedures to record these are not fully developed. They take responsibility for tidying up during changes in the session and develop an understanding of the boundaries within the setting to keep them safe. This means they are very aware of safety issues, for example, they recognise the potential dangers of running around inside.

Staff are competent in their knowledge of safeguarding children in their care. Written procedures are in place outlining arrangements for child protection concerns and staff have a sound knowledge of the steps to follow and who to contact. Children's safety is assured as they arrive and leave the pre-school because staff are vigilant of their security. Accurate records are maintained of the children, staff and visitors to the pre-school because they are signed in and out of the building. This maintains children's security.

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

The provision is good.

All children thrive during their time at this pre-school because they are extremely well supported by staff who have a very good understanding of how they develop and learn. Children arrive confidently and quickly settle into activities of their choosing. Younger children are exceptionally well supported by practitioners who recognise they need longer to settle and often like to have their comforters with them. Consequently, all children develop high levels of self assurance and the routine of the session enables them to be actively involved in their own learning. Younger children benefit because they play alongside their peers. They display high levels of confidence, responding well to the continual praise from staff, and develop very good self care skills. Children become competent learners playing on the computer and learning new skills, such as matching shapes and colours. The good staff ratios ensures that children particularly the younger ones receive personalised care.

Children are skilful communicators contributing their own ideas to group discussions and enjoy snuggling up with staff sharing stories together. They enjoy making connections and representing their own ideas through creativity, for example using cutters and tools to make Christmas shapes with the glitter play dough. Staff make observations of children's progress and use this to help plan the next stage in their individual development. They are beginning to make good use of the Birth to three matters framework to help plan and assess younger children. Interaction between children and staff is very good. Staff play with children adapting their teaching and questioning techniques, to ensure they pitch experiences and discussions at the appropriate level. Children benefit because staff know them extremely well and build on their individual interests to help support their learning.

### **Nursery education**

The quality of teaching and learning is good. The staff have a secure knowledge of the Foundation Stage. The system for planning is secure and ensures all aspects of the curriculum are sufficiently included. All children make good progress in their individual learning, including those with learning difficulties, because staff have a very good knowledge of what children can do. They plan a variety of practical, age appropriate activities to cover all areas of the curriculum and to support children's progress towards the early learning goals. They regularly undertake written, dated observations and assessments of the children in addition to the

Oxfordshire profile scheme. Children's ongoing progress and achievements are observed and monitored and staff are effective in the way in which they use this information to help inform their planning. However, whilst parents are informed of their children's progress there is no formal system to ensure that parents know about the next steps of their child's learning. This does not help to ensure that staff and parents continue to work together to teach and support their child.

Children have a good range of vocabulary. They use language very confidently, such as when enthusiastically talking about the different seats in cars. Through practical activities including hanging their coats on individual named pegs children learn to recognise familiar words in print. They thoroughly enjoy exploring books individually with staff in the inviting book corner. They listen attentively to whole group stories and excitedly recall aspects of the story they have just heard. They have good opportunities to practise their emergent writing skills through meaningful activities, such as by labelling their artwork or writing lists in the role-play area. Through interesting practical activities such as tipping sand using diggers and trucks and moulding with play dough, children gain an appreciation of shape, space and measure. They have good chances to count, such as when singing number songs or counting pieces of fruit at snack time. Children confidently use the computer, without adult support, recognising how to use the mouse and change programmes when they decide to do so. The use of timers, clocks and photographs through a visual routine when outside help children develop their understanding of time.

Activities are fulfilling without being adult led and are well resourced; for example, role play in the home corner provides good opportunities for children to use real equipment such as telephones and cooking utensils. This enables children to gain the maximum enjoyment and learning from the activity and encourages them to instigate and extend their own play. Children are confident to instigate their own play and activities, for example, three children sing and act out their own ring games and use their imagination well. They then negotiate roles to imagine they are a family and prepare tea of kiwi fruits for their imaginary sisters. Their play develops into cooking and preparing meals and organising each other to be the cook, the sisters and the mother.

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

The provision is good.

Children develop a real sense of belonging in this pre-school and take on responsibility; for example, they initiate their activities making their own choices and learn to pack things away when they have finished with them. All children play extremely well together and older children recognise when those younger and less able need additional support. They are sensitive to one another's needs, recognising the need to value their peers, and take turns and share resources confidently without the need for constant support from staff. Children's behaviour is extremely good and the routine of the session helps to promote this, ensuring children are actively engaged and motivated in their activities. They know what is expected of them and understand rules and boundaries, for example, children explain in their play that they must not run in the pre-school. Children's confidence and self-esteem is enhanced through the continual praise from staff, who encourage them to extend their ideas and try new skills.

Children learn to value themselves and one another recognising their similarities and differences. They are very aware of one another's needs and celebrate their own and other's achievements. Children communicate using language and gestures, ensuring all are fully included and valued. Secure systems are in place to support children with learning difficulties and additional needs, ensuring every child makes good individual progress. Children benefit from the staff knowing

them well, appreciating their differing needs and understanding their home circumstances. Children become familiar with their local environment visiting the church and explore the local village and keeping a watchful eye on the new pre-school's building works. They are becoming increasingly aware of diversity, which is promoted through topics and stories with staff. Topics, such as 'Around the World' enable children to explore a range of countries, animals and famous landmarks. They examine maps and paint Rangoli patterns. Staff plan activities around special events and cultural festivals, for example Christmas and Divali, increasing children's understanding of a variety of customs, beliefs and traditions. Consequently, children's spiritual, moral, social and cultural development is fostered.

Children behave very well. Their behaviour is supported by staff who act as good role models, have patience, talk to the children kindly and repeatedly offer praise and encouragement. Staff encourage the Golden Smiles rules to promote children's positive behaviour. These are reminded throughout the session which gently reinforces children's behaviour. Children receive rewards, that explain what they have done to receive special recognition for example the smiley helping hands sticker. This enables children to start to gain an appreciation of right and wrong whilst in the setting.

The partnership with parents of children who receive nursery education is good. Parents are well informed about the curriculum and activities and experiences their child is involved in on a daily basis. Information is included in the prospectus, plans are displayed and newsletters are sent home regularly helping parents to understand how their child learns through play. These include full details of weekly topics, any visits or visitors, details about group discussion and how these experiences link to the stepping stones. Parents are actively encouraged to support their child's learning at home by participating in the home link activities suggested each week. These are practical activities, such as talking about babies and bringing photos of the children as babies to the pre-school. Parents are informed about their child's ongoing achievements and progress towards the early learning goals. In addition to daily informal discussion, parents can meet with their child's key worker to share their assessment records although there is currently no formalised procedure for this.

## **Organisation**

The organisation is good.

The pre-school are preparing to move in to a new self contained building which will accommodate the under fives and the Foundation Stage class from the adjoining primary school. Children's care and learning is significantly enhanced because the staff and newly elected committee share the same vision and work towards achieving this. Children benefit because the staff work exceptionally well together with clear roles and responsibilities that are defined. Staff deployment is very good ensuring all children are effectively supported and challenged and the staff have a clear understanding of child development and the importance of play. Secure procedures are in place to recruit, appoint and induct new staff ensuring children are safe and well protected and cared for by suitably qualified and experienced practitioners. However, the newly elected committee have yet to inform Ofsted of the changes to the committee officers. Although the current procedures in place for supporting the staff means that the safety and well being of the children attending the pre-school are maintained. Children's care, learning and development is promoted by a friendly, caring staffing team, that works very well together and regularly undertakes targeted training to develop their early years knowledge. All legally required documentation is maintained and easily accessible to support children's care. Overall, the setting meets the needs of the range of children for whom it provides.

The leadership and management are good. The group greatly benefits from the drive, commitment and enthusiasm of the supervisor who works well with her colleague. The staff meet on a regular basis to plan and evaluate the educational provision. Staff welcome Oxfordshire's early years advisors to the setting, to support the development of the pre-school. Good links have been forged with the adjacent primary school. The Foundation Stage teacher and children visit the setting, whilst pre-school children take part in the school's activities. Such activities help children in their transition into statutory education.

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

The previous care inspection identified three recommendations to improve good practice these were, to conduct a risk assessment on the premises identifying action to be taken to minimise identified risks of hot drinks in the kitchen area, to ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times and to ensure that the child protection procedure for the pre-school, complies with local Area Child Protection Committee (ACPC) procedures. In addition key issues identified at the last nursery education inspection were highlighted to provide opportunities so children can complete simple calculations in everyday situations, to include in planning, activities and displays which challenge children's thinking about the diversity in the local area and society in general, the use of observation and assessment to inform planning to meet children's individual learning needs and for staff to evaluate the provision to monitor the effectiveness of the early years curriculum.

Staff carry out thorough risk assessments prior to children's arrival and reduce hazards effectively this ensures children's safety at all times. Staff are competent in their knowledge of safeguarding children in their care. Written procedures are in place outlining arrangements for child protection concerns and staff have a sound knowledge of the steps to follow and who to contact. All legally required documentation is maintained and easily accessible to support children's care. Through interesting practical activities such as tipping sand using diggers and trucks and moulding with play dough, children gain an appreciation of shape, space and measure. They have good chances to count, such as when singing number songs or counting pieces of fruit at snack time. Children confidently use the computer, without adult support, recognising how to use the mouse and change programmes when they decide to do so. The use of timers, clocks and photographs through a visual routine when outside help children develop their understanding of time. Children become familiar with their local environment visiting the church and explore the local village and keeping a watchful eye on the new pre-school's building works. They make maps of their trip to the local church and have made houses and transport out of card and three dimensional collage. They are becoming increasingly aware of diversity, which is promoted through topics and stories with staff. Topics, such as 'Around the World' enable children to explore a range of countries, animals and famous landmarks. They examine maps and paint Rangoli patterns. Staff plan activities around special events and cultural festivals, for example Christmas and Divali, increasing children's understanding of a variety of customs, beliefs and traditions. Staff have a secure knowledge of the Foundation Stage. The system for planning is secure and ensures all aspects of the curriculum are sufficiently included. Staff plan a variety of practical, age appropriate activities to cover all areas of the curriculum and to support children's progress towards the early learning goals. They regularly undertake written, dated observations and assessments of the children in addition to the Oxfordshire profile scheme. Children's ongoing progress and achievements are observed and monitored and staff are effective in the way in which they use this information to help inform their planning.

## 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 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 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):

- further develop emergency evacuation logs
- inform Ofsted of the changes to the committee

#### 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):

- formalise feedback with parents to ensure they are aware of their child's next steps for learning.

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)