

Hailey Village Pre-School

Inspection report for early years provision

Unique Reference Number	134439
Inspection date	20 November 2007
Inspector	Miriam Sheila Brown
Setting Address	Primary School Grounds, Middletown, Hailey, Witney, Oxfordshire, OX29 9UB
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Registered person	The Trustees of Hailey Village 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 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?

Hailey Village Pre-School opened in 1982. It operates from self-contained rooms within Hailey Primary school in the village of Hailey approximately two miles from Witney. The group serves the local area and is open each weekday during school term times. Sessions are from 09:00 until 11.45 and from 12.45 to 15.15. A lunch club operates from 11.45 to 12.45.

The group is registered to care for a maximum of 24 children at any one time and there are currently 20 children on roll. Of these 17 receive funding for early education. Children attend for a variety of sessions. The setting currently supports children with additional needs.

The group employ five staff, all of whom hold appropriate early years qualifications to National Vocational Qualification Level 2 or 3. The group receives support from a local authority Foundation Stage development worker.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good health and hygiene because staff use group routines effectively to reinforce personal care and independence. For example, children freely access bathroom facilities throughout each session and then are reminded by staff to wash hands prior to eating or after using the toilet. 'Toilet teddy', a cut-out picture of a bear, helps to remind children of the importance of keeping themselves clean and flushing the toilet after use. Staff maintain good levels of hygiene within the setting during the day and the premises are thoroughly cleaned at the end of each day. All staff receive first aid training and accident and medication records are well maintained and shared with parents.

Children's understanding of a healthy diet is positively supported within the setting. Colourful posters of fruit and vegetables and a range of healthy snack foods increase their awareness of foods that are good for them. Parents are encouraged to provide packed lunches that limit children's intake of foods high in carbohydrates and are asked to provide suitable containers that maintain the freshness and safety of risk items. Children 'order' their chosen snack at the start of the morning and sit together with staff at snack and meal times. Fresh drinking water is available to all children throughout the day and they confidently pour themselves a drink whenever they are thirsty.

Children's physical development is extremely well supported. They have free access to a large and exciting outdoor play area which incorporates excellent opportunities for more robust play such as, playing on a slide and using a wide range of wheeled toys. Children extend their imaginary play using the willow tent, playhouse and gazebo and enjoy chalking and other mark making using pencils and paintbrushes on the stones and fences. Children grow plants, rake leaves and have started a compost bin, effectively helping to develop their understanding of the natural world.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are warmly welcomed to the pre-school and the room is well prepared prior to children's arrival to enable them to go straight to their chosen activity. The premises are clean and well maintained. Children share the pre-school room with a group of older children and their teacher.

Furniture, toys and equipment are in good repair and checked daily when they are taken to and from the large storage room. There are sufficient resources to ensure children are comfortable and can play and eat together, developing their social skills. Resources are organised around the six areas of learning enabling children to make choices in their free play. They can reach their toys and equipment easily and sit or lie comfortably to play and join in activities. Staff rotate toys and resources according to their plans for the day, helping to ensure that children enjoy a varied range of experiences.

Children's safety is intelligently maintained and proper precautions are taken to promote safety within the setting. For example, staff ensure the premises are secure at all times and are vigilant in ensuring that main doors and garden gates are secure when children are present. Children practise emergency evacuation routines, and drop-off and collections times are well managed

by staff. Detailed risk assessments are completed regularly and indicate when issues raised are successfully addressed.

Children's welfare is further safeguarded by good staff awareness of child protection procedures. The group policy outlines their approach to any concerns and all staff complete child protection training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children take part in a good range of self-chosen activities throughout each session. Younger children are confident in the setting and in their relationships with each other and staff. They are learning to take turns as they play with table top toys and adult-led activities, but those which involve the whole group, such as circle and snack times, tend to focus on older children. They enjoy using a wide range of creative materials such as, paint, sand and water, and modelling and collage resources, which encourage them to express their experiences and feelings in a variety of ways.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making generally good progress and staff support them generally well through their clear understanding of the Foundation Stage curriculum. However, since the integration of the pre-school with the main school, planning lacks the detail required to enable the younger children's learning needs to be consistently met. Whole group activities are, on occasion, too challenging to enable them to join in appropriately. Children respond well to staff involvement in their play and learning, and are keen to share their news at show-and-tell times. For example, talking about where baby kangaroos live and that they are called 'Joeys'. Staff make good use of questioning to help children think and provide them with many opportunities to extend their play ideas. For example, having completed a shape puzzle one child decided that he would lace all the pieces together and having done so showed an adult how they made a noise when shaken.

Children's knowledge and understanding of their immediate and the wider world is very good. They make use of a range of everyday technology in their play and planned activities, for example, computer games and a television to support other areas of learning. They spend many happy times at the craft table building and designing using recycled products and collage materials. Visitors to the pre-school such as, the road safety officer and parents with particular musical skills, or those familiar with different cultures and traditions, increase children's awareness of the world around them. Children competently describe and compare shape and size and match patterns in table top activities.

Children are starting to recognise their written names on cards and on flags used to make snack choices. Staff gently draw children's attention to the initial sounds in their names. Children very much enjoy mark-making both inside and in the garden and use a wide range of resources such as, chalks, brushes, crayons, pencils and pens. The book area provides them with a comfortable and cosy space to enjoy stories and books which they handle carefully and appropriately.

Children are confident to take risks in their learning. They happily pour water into the sand to see what will happen, and plunge their hands into a pumpkin to find out what it feels like. They

talk animatedly to staff and unfamiliar adults, about their experiences, and are beginning to concentrate on activities for extended periods of time.

Helping children make a positive contribution

The provision is good.

All children and parents are welcomed to the pre-school each morning. Children demonstrate their confidence by separating easily from their parents and settling quickly to an activity. They are well known by staff who efficiently record individual details and highlight specific needs to ensure these are met effectively. All toys and resources are easily and equally accessible to all children. Children celebrate a variety of different festivals throughout the year, increasing their awareness of the wider world and different lifestyles. These celebrations are supported by parents who have a particular understanding and experience of different cultures and traditions. Children with additional needs are very well supported within the setting. They receive specialist one-to-one support and are fully included in all pre-school activities.

Children are well behaved, and have many good opportunities to learn about sharing and taking turns in their play and activities. This encourages them to take responsibility for their own behaviour. Staff have appropriate expectations for behaviour and provide positive role models for children. They offer frequent, meaningful praise, helping to develop children's self esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff are available each day to talk with parents. The parent's rota in which all take part, and noticeboard articles, assist them in taking an active role in their children's learning. Clear information about the Foundation Stage curriculum and how the stepping stones are used to help children move to their next stage in learning is detailed in the parents handbook.

Organisation

The organisation is satisfactory.

Leadership and management of the playgroup is satisfactory. Children's care is well supported by the calm atmosphere generated by the organised, experienced and caring staff team. The premises are effectively organised to meet children's needs and provide them with a good and varied range of play experiences. All legally required documentation is in place, which contributes to children's health, safety and well-being. Good regard is given to keeping children's records and personal information confidential. All staff hold appropriate clearance to work with children and minimum ratios are met or exceeded at all times. Recommendations from the last inspection have been met successfully.

The nursery recruitment, induction and training programme is robust, and staff are supported in their ongoing training requirements through an annual appraisal system. However, since the integration of the pre-school into the main school building new policies and procedures although in place, have not yet been made available to parents and activities are not always sufficiently focused for younger children. The playgroup committee provide strong support for the pre-school and all parents are involved in both fund-raising and their children's care and learning. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school agreed to provide children with a comfy area to sit, relax and enjoy books and to review their risk assessment procedures.

The pre-school have made very good progress with each of these recommendations. A cosy seating area is now provided where children may sit quietly, talk to each other and enjoy a good range of books which are attractively displayed around the area. Detailed written risk assessments are completed regularly and include the dates that specific issues have been addressed and those that require further attention. Staff make daily visual checks of all toys and resources. This helps to ensure the setting is safe and secure and provides children with a welcoming and attractive environment in which to play and learn.

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 records 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 up-to-date policies are made easily accessible to parents and staff and provide clear information about the settings approach to all aspects of care and education.

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 the planning, observation and assessment cycle to ensure children in the youngest age groups are provided with play opportunities that are appropriate to their age and stage of development and build on what they already know and can do.

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