

Charvil Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	148644
Inspection date	09 January 2008
Inspector	Aileen Ewins
Setting Address	St Patrick's Church Hall, Park View Drive North, Charvil, Reading, Berkshire, RG10 9QY
Telephone number	0118 934 9107
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Registered person	The Trustees of Charvil 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?

Charvil Pre-school opened in 1968. It operates from a church hall. The pre-school has access to two main rooms, toilets, a kitchen and an outside play area. The pre-school serves the local and surrounding villages.

There are currently 25 children aged from three to five years old on roll. This includes 19 funded three and four year olds. Children attend a variety of sessions each week. The setting is able to support children with particular needs and difficulties; and who speak English as an additional language.

The pre-school opens five days a week, term time only. Sessions run from 09.30 to 12.00 and additionally on Wednesdays from 12.15 to 14.45.

There are seven members of staff who work with the children, six have early years qualifications a member of staff will be working towards a qualification. The pre-school receives support from a Pre-school Learning Alliance Advisor and from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning healthy routines. Children receive plenty of fresh air and exercise as they can access the fully enclosed outside play area whenever they choose during the day. Children are aware to put on their hats and coats as they go out to play. On days when going outside is not practical due to bad weather conditions children play indoors on balancing beams, climbing apparatus and use balls and hoops. Older children learn to be independent by going out to the toilet whilst younger children are accompanied. Children are checked to ensure they have washed their hands; however, children use a bar of soap for hand washing which is not ideal. Thorough routines are in place though before children have snack time. Children are all given a wet wipe and staff demonstrate how to clean in between fingers to ensure germs are not spread.

Children are also helped to be healthy as staff follow good routines too. For example, tables and work tops are cleaned with antibacterial spray; procedures are in place should a child become ill during the session; parents are aware of the sickness policy; and signed consents are in place for emergency treatment should this be needed. All staff currently have first aid qualifications, although some of these expire very shortly. A paediatric first aid training course is booked however, for all staff to attend later this month. Accident records are completed as required and parents sign to acknowledge these. Parents sign to give permission for the administration of prescribed medication and staff have received training in some areas, for example Epipen.

Children enjoy an open snack routine which consists of nutritious snacks such as fresh or dried fruits or oatmeal biscuits. Children have the choice of milk or water to drink. Water is available also during the day and on hot days is taken outside too for when children play. On special occasions, for instance a child's birthday; a staff member makes a cake which the children all share together. Staff are aware of individual children's dietary needs and allergies and these are referred to at snack times. When children are taking part in food tasting sessions parents are advised of ingredients which will be used. One staff member holds a food hygiene certificate. One day a week children have the opportunity of attending a lunch club session which helps prepare them for school. Parents are advised to follow healthy eating routines when preparing the lunch box.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive through an entrance hall which is welcoming and provides information to parents. Children use the main hall for most of the sessions. An annex hall is used for some curriculum time and this annex leads out into the secured garden. All parts of the setting are clean, light, airy and well maintained; and space is utilised well. Children hang their coats up on named pegs in the annex and can later easily access these when going outside to play. Toys and resources are also very accessible to the children and the hall is set up with activities and toys for when children arrive.

Children are kept safe as risk assessments are in place for both indoors and outdoors; staff also check areas daily; children cannot access the kitchen area; visitors sign in and show proof of identity; and doors are kept locked during the session. Parents are made aware of the child

protection policy and staff understand how to safeguard the children in their care as well as ensuring they are kept safe from false accusations.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy at the pre-school and settle quickly on arrival. The rooms are set out for them and children start the day by splitting into three groups according to age range for registration and circle time; which is adapted to suit children's attention and concentration levels. Children sing a welcome song, count how many children come in today and talk about the weather, for example, before breaking into play sessions. Children play with a wide range of resources including a sand area, art and craft, stickle bricks, construction, Lego, dolls, garage and cars, threading and beading, puzzles, dominoes, books, musical instruments, shape puzzles and a large range of dressing up clothes. Children also have lots of fun in the home corner. The main rooms are welcoming to children and display posters and children's work along with photographs of children in activities such as making large models, pouring water, walking on stilts, using scissors, taking part in a visit from a children's entertainer, building construction, the nativity, hatching eggs, balancing on beams, dressing up, playing outside, in the home corner, and sharing in a tea party. Children can access the outside play area as they wish and a member of staff is always outside with children as they play.

Children form strong relationships with the staff and one another. Children play together well and use resources regardless of their gender. A solid mix of play and activities is in place throughout the day and children learn independence and confidence as they play. Staff talk to children and listen to what they have to say. Children are given responsibilities such as being the home time monitor who greets parents with a member of staff.

Nursery Education.

The quality of teaching and learning is good. Children are looked after by staff who have a thorough knowledge of the Foundation Stage. Staff encourage children to become independent in play, for example, passing a pencil to a child so she may attempt to write her name and by asking open and closed questions as well as listening to children. Children's starting points are gathered from parents when children start at pre-school. Planning is completed by all staff and is based on evaluations of activities and children's needs.

Children understand stories told to them and act out The Three Billy Goats Gruff using puppets and imagination whilst playing with staff. They offer their own ideas for how the story may have been told. Children are listened to and are happy to join in with familiar rhymes and songs. A book library is in place and a parent helps with this practice. Children take home books to read with parents at home. Jolly Phonics is used currently on weekly sessions and parents have been invited to join in a session to give them insight into helping their child further at home.

Children are confident and are developing self esteem during their time at pre-school. Children happily speak to staff and when going outside independently put on their coats, hats and gloves. Children pour drinks of water or milk at snack time and help themselves to their snack. Children understand their boundaries and have an awareness of right from wrong. Children are happy to ask for help when it is needed and form solid relationships with each other.

Children have opportunities to go outside as they please, to the secure play area. Children play with sit on cars and tricycles, hoops and balls. Children also take part in imaginary play outside

as rubbish men and gardeners. Children have a large area to run around and have fun, if weather does not allow, children to use balancing beams and climbing apparatus inside the hall.

Children can play with musical instruments on a daily basis and enjoy tambourines, drums and bells. Children also have many opportunities to take part in art and craft activities and can see their work displayed around the room. Children confidently use scissors without adult help. Unfortunately children do not have access to a computer but do use Bee Bops to learn ICT skills such as turning left and right and following instructions. Children do have chances to develop an understanding of number and often count in rhymes and during registration or circle time. Children also have a strong understanding of using timers when taking turns in activities.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals and staff are aware of children's needs. A welcome poster is displayed depicting many languages and staff have worked with various children for whom English has been a second language. Children have therefore been shown some understanding of different cultures around the world. Children follow different festivals celebrated such as Eid, Divali, Christmas, Independence Day and Harvest. Children have also been given insight into other positive images of society, in that; for example, children learn about disability through small world figures they play with.

Staff have experience of working with children with particular needs and would take up support from outside agencies if it were needed; are aware of working within parent's wishes and ensure all information is kept confidential.

Children behave well at pre-school and respect themselves, each other, the staff and their surroundings. Children form strong relationships with the staff who care for them and happily tidy up together at the end of the day. Children are praised for good behaviour and kind acts. A 'Good Manners' book is displayed which reminds children to be friends, take turns, say please and thank you and be good listeners for example.

Staff and parents have a good relationship. Strong links are made with staff and the committee. Information for parents is displayed in the entrance hall. Parents sign up for the rota and can play with the children or help prepare the snack and clean tables and paintbrushes for example. Parents receive regular newsletters and can them on view the website.

Spiritual, moral, social and cultural development is fostered. Children have an understanding of the wider world in which they live, have an understanding of right and wrong, form warm relationships and develop confidence whilst at the pre-school.

The quality of the partnership with parents and carers is good. New parents attend with their children on two occasions and are given regular updates on children's progress. Key workers are always available at the start and end of sessions. Open afternoons are held so that parents/carers can view children's development books and speak formally to staff. Parents have positive comments to make about the pre-school which include how children are settled and happy; how parents are asked about their children's needs, starting points and milestones already achieved; how staff are supportive and understanding; and that regular newsletters keep parents/carers informed. Parents/carers were on the whole aware of the role of Ofsted.

Organisation

The organisation is good.

Children at the pre-school are happy and settle quickly; they form good relationships with one another and the staff. Staff are supportive of each other and work together well. New parents are provided with a prospectus and are made aware of all the policies and procedures. There are seven staff in total and of these six have childcare qualifications. Staff are aware to document medication and accidents. Registers are completed as required and a record kept of any child arriving late or leaving early. All staff have paediatric first aid qualifications, although these run out shortly and are being updated this month. One member of staff holds a food hygiene qualification. Staff members are given responsibilities such as child protection which helps them to develop personally. Parents complete written consents for such things as emergency treatment, photographs and observations, for example. Children's personal records are kept confidential. Policy documents and procedures are in place as legally required and include admissions, health and hygiene, safety, complaints, outings and behaviour. An emergency evacuation plan is in place and displayed. Children practise this evacuation often. Parents are made aware of the role of Ofsted.

The quality of the leadership and management is good. An evaluation is made on the pre-school each term and good communication is in place with the committee. The manager ensures the smooth running of the pre-school through updating and checking that policies are being followed. Staff work as a team and are offered training opportunities to aid their development. The manager listens to suggestions from parents and staff when influencing practise. Key issues from the last inspection have been followed through and to develop the setting, in the future the manager aims to improve the outside play area. The pre-school makes good use of the Early Years Advisor.

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

Improvements since the last inspection

At the last inspection the pre-school was set just one recommendation. This was to keep a record of the time of children arriving late, or collected early from the setting. The pre-school have met this recommendation in that they continue to document children's attendance in the daily register along with staff attendance. They also document any child arriving late or leaving early. Children's safety is improved by this procedure now in place.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require Ofsted or the provide to take 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):

- provide liquid soap for hand washing in toilet areas

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):

- provide learning opportunities to further develop everyday understanding of time, place and ICT.

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