

Crowmarsh Pre-School

Inspection report for early years provision

Unique Reference Number EY367388

Inspection date 03 June 2008

Inspector Jill Milton

Setting Address Crowmarsh Gifford C of E School, Old Reading Road, Crowmarsh Gifford,
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Registered person Crowmarsh 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?

Crowmarsh Pre-School is run by a voluntary committee made up of parents and carers. It is a well-established pre-school having run for over 30 years and it moved premises to Crowmarsh Gifford Church of England Primary School in 2008. The intake of children is from the local rural communities. The pre-school operates from a purpose built area within the school, with access to large room, toilets and kitchen. Children also have access to a fully enclosed, outdoor play area. A maximum of 26 children between the ages of two years six months and five years may attend at any one time. The pre-school is open each weekday during school term-times. Sessions are from 08.45 until 09.15 for the early start club, 09.15 until 11.45 for the pre-school session and 11.45 until 12.45 for the lunch club. The pre-school employs five members of staff and over half have suitable qualifications in early years. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well taken care of if they have an accident or become ill since the caring staff have a range of sensible procedures in place. The team maintains current first aid training between them and first aid supplies undergo regular dated checks. Children take an independent and active role in learning about hygiene as they regularly wash their hands and the well-equipped bathroom with liquid soap dispensers and air dryers helps to reduce the risk of cross-infection. Staff maintain a clean and pleasant environment for the children.

Children relish their snack and lunch times at pre-school as they gather sociably around a table together. Since snack time operates through the session, the children learn to decide for themselves when they are hungry or thirsty and this effectively fosters their own self-awareness. Children chat happily to staff whilst they refresh their energy. The optional lunch club provides children with the chance to eat packed lunch from home or to opt for the cooked school lunch. Children are enthusiastic about the hot meals and they enjoy nutritious foods like jacket potatoes, salad and cheese. Staff help to keep children healthy by finding out about their dietary requirements from parents and by following good food hygiene procedures, such as monitoring the temperature of the refrigerator to ensure food is stored appropriately. Children talk about foods and discuss what words like 'vegetarian' mean.

Children who require restful play during the morning find comfortable seating and bean bags for their relaxation. Outdoor play is a popular feature of the morning with children enjoying the area outside. Pre-school children mix freely with the reception class and all benefit from sharing a good range of equipment. Children are developing an encouraging range of physical skills as they steer, pedal and balance on wheeled toys. The provision of tree and canopy cover means that outdoor play is a year-round event, not restricted by the weather and this provides children with exciting positive messages about fresh air and energetic play. On wet days, children delight in spending time playing in the rain, splashing in puddles and exploring the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are playing comfortably in their new pre-school premises. There is lots of natural light and the freshly painted walls help to create a bright clean environment. Children have easy access to bathroom facilities and outdoor play areas so that they can move around freely and independently. Children use a broad range of equipment that meets their needs across all areas of development and staff are in the process of organising the playroom as they find out what works well. The labelling and storage of some resources and high-level displays are not ideal for promoting children's access and interaction.

Children play safely because the staff supervise them carefully and monitor the access and security of the premises. There are a number of successful safeguards in place to enable children to play in a safe environment, for example, the provision of foam pads around metal posts in the outdoor area. Staff produce written risk assessments of the areas in use by children, so that they can identify and reduce the potential for accidents. Children benefit from the consideration of the staff to safety on outings, for example with the use of fluorescent jackets, mobile telephone and first aid supplies. The welfare of children is important to the staff, who have a good understanding of the area of child protection. Adults who work with children

undergo the necessary checks and visitors, like students on work placements, do not work alone with children. The staff understand how to act if they have a child protection concern and the documents are to hand for them to make a referral to the necessary authorities should the need arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy and occupied in this welcoming setting. They are motivated by the wide range of activities set out ready for their arrival in the morning. The staff and children interact warmly together and staff notice quickly when a child requires a little extra support in separating from their parent or carer. Children under three years fully participate in the full range of play opportunities. Staff recognise that children have slightly different needs and organise some group times effectively so that all children can benefit. Younger ones have some outdoor play to themselves too, when they can take their time and have turns on equipment at their own pace.

Nursery Education

The quality of teaching and learning is good. The staff successfully plan the educational curriculum based on the Foundation Stage and they take into account all six areas of learning. This provides the children with interesting activities and varied opportunities to progress along the stepping stones towards the early learning goals. The written plans help staff to organise the morning and ensure a good balance between adult-led and child-initiated activities. The children's progress is monitored on a regular basis by each of the key workers and information collated on profiles of achievement. This provides reassurance that the children are making progress though staff do not yet use the information to plan the next steps in each child's learning to make it more individual.

Children are progressing well with their personal, social and emotional development. They are becoming confident and independent and speak with assurance about moving up into school. The children frequently play in a cooperative way and shared games with dressing-up clothes and props are popular. Children benefit from the close support of the staff, especially around tabletop activities in small groups. They are able to build up their conversational skills and happily chat about their families. Children are familiar with rhymes and storybooks, helping them to develop language and early reading skills. They enjoy selecting books from the well-stocked book area and older ones are proud to take home reading books to share with their parents.

Celebrations of festivals in the year are an important part of the pre-school calendar. Children learn about their local community and the wider world through well-planned activities. They take part in mark making as they make cards for 'someone special' in their family and talk thoughtfully about what they would like to buy them. Children enjoy exploring how things work and demonstrate their growing understanding as they 'mend' things around the room through role-play with tools. They are confident at using technology as they operate software on the pre-school computer. Use of the computer mouse is one of the many ways children gain control and dexterity. They also carefully put together puzzles based on colour, size and shape or explore volume as they fill up containers with sand or water. Some of the older children show a good awareness of more challenging concepts through simple addition and subtraction of coloured bears. Staff include a good variety of sensory activities for the children and topic work includes group collages of different spices or fabrics to stimulate touch and smell. The children

learn about different styles of food and music through these activities, helping to widen their early experiences of the world around them.

Helping children make a positive contribution

The provision is good.

Families receive a warm welcome and encouragement to take an active role in the life of the pre-school. Staff find out about new children so that they can respect their family traditions and customs. Children play with resources that provide them with positive messages about the diversity of the wider world. The spiritual, moral, social and cultural development of the children is fostered. During the morning, children are developing a strong sense of belonging as the staff talk to them about what they will be doing. When activities are to change, the children receive reminders from staff so they can finish their game and at the end, there is a re-cap of what went on. All these good procedures help children to build up their confidence. Some valuable work also takes place in helping children prepare for the transition to school with visits and shared activities.

Children with learning difficulties or disabilities receive good care from the staff. There are effective support systems in place and there is a positive attitude to welcoming other professionals into the setting so that the adults work together in the best interests of the children. Staff offer valuable one-to-one attention for some activities to assist children who require extra help. The friendly atmosphere the staff create encourages the children to behave well and the adults are good role models. The children play well together and they are aware when some actions are not appropriate, for example using 'outdoor voices' that are too loud indoors. Staff offer plenty of verbal praise to children, though do not explore many other practical ideas to promote positive behaviour.

The partnership with parents and carers is good. The staff are proactive in encouraging parental involvement and they use the entrance lobby effectively as an area to share information with families. The staff share with parents helpful details of how the children are progressing and they encourage parental comment at each stage. Parents receive newsletters and ideas for home learning as the children progress through the pre-school. Parents speak positively about the move into the new premises, with many commenting on how successful this is at supporting the children's eventual move into the primary school.

Organisation

The organisation is good.

The team of staff work effectively together to create a busy, happy atmosphere where young children enjoy spending time. The leadership and management are good. The pre-school staff establish strong working relationships with the committee and with the staff at the primary school. This brings positive benefits to the children, for example in planning how the outdoor play area can be utilised to its maximum potential. The pre-school committee support the staff in putting into place robust procedures for the recruitment of new staff and this helps to safeguard children. The staff have a good range of experience between them and the on-going appraisal system provides them with training opportunities to expand their skills and understanding. All the necessary documentation to back-up the everyday work of the pre-school is in place and is well organised and stored securely. The staff have a positive attitude to improving their setting and they are working hard to establish their new premises.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- extend storage and display areas so that they are clearly labelled and accessible to children
- explore more ways of promoting positive behaviour

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):

- use the information collected about children's development to plan how to support their next steps in 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