



Enstone Pre-School

Inspection report for early years provision

Unique Reference Number	133488
Inspection date	19 February 2007
Inspector	Pamela Edna Friling
Setting Address	Oxford Road, Enstone, Chipping Norton, Oxfordshire, OX7 4LP
Telephone number	01608 677192
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Registered person	Enstone 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?

Enstone Pre-School registered in 1967 and moved to its present site in 1997. It is a committee run group, which provides care and education for children who live in the village and surrounding area. The group operates from its own purpose built unit within the grounds of the primary school in the rural village of Enstone, approximately 15 miles north west of Oxford.

The pre-school is open from 09.00 to 11.30 Monday to Friday with an optional lunch club on Monday to Thursday. A toddler group operates each Monday afternoon from 13.15 until 15.00. The pre-school operates during school terms.

The group is registered to accept up to 16 children from two years to under five years at any one time and there are currently 19 children on roll. Of these children, 13 are in receipt of

nursery education funding. None of the children have special educational needs or speak English as an additional language.

There are four members of staff working with the children on a rota basis. Two are fully qualified in childcare and one is currently undertaking a nationally recognised qualification in early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean and hygienic premises. They thrive because there are effective procedures and practices in place for meeting children's individual physical and nutritional needs. The staff and other adults present support all children well in their quest for independent personal care. Children take part in a varied range of stimulating activities which enable them to learn about good health and encourage children to take responsibility for their own personal hygiene. Children wash and dry their hands independently and describe the need to 'stop dirt getting into their tummy' and the need to remove 'all the germs' from their hands prior to chopping stir-fry vegetables and eating snacks and meals.

Children develop their physical skills daily in both the indoor play room and the outdoor play area through free choice of their play environment. Over time they have opportunities to develop their running, jumping, pedalling and pushing skills. However, opportunities to develop their climbing and balancing skills are less available on a daily basis. This has been recognised by the group as an area for development, with ongoing plans for a new outdoor play area. Use is made of the adjacent play park for more robust activities. The 'Birth to three matters' framework has been successfully introduced in both planning and monitoring to extend adult understanding of individual children's stage of development.

Children discuss healthy eating and are able to confidently describe healthy food options. Children successfully identify that brown bread is better for them than white and recognise that sweets 'have too much sugar and are bad for your teeth'. During the chopping of stir-fry vegetables children describe vegetables as 'good for you'. Children describe how food 'makes me strong'. The children and staff sit together for sociable snack and meal times. Children benefit from healthy snack foods donated by the parents in response to informative guidelines from the pre-school. Children have access to drinks of water at all times to ensure they can drink when they are thirsty.

Children's health is well promoted through well trained staff and clear documented routines for the administration of medication and first aid. Records are shared appropriately with parents and contain all required signatures. Most records contain sufficient detail. However, some accident records contain limited detail of what happened and of action taken. Children's existing injuries are carefully noted and countersigned by parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment which is both safe and secure. Risk of accidental injury is minimised by the thorough and well documented risk assessment of potential hazards within both the play room and outdoor areas. Staff are vigilant in their approach to safety and supervision.

Children have a good awareness of safety issues and are learning about keeping themselves safe. Careful supervision and clear explanation extends young children's understanding of safety issues. For example, children are reminded to walk within the play room to prevent them tripping or falling. Children develop good independence as they access the plentiful resources freely for themselves. These are mostly stored on low shelves and in attractive labelled drawers and boxes to aid individual choice. However, the vast quantity of play resources and the limitation of space and storage within the room leads to some role-play items remaining out of children's independent reach. Children's pictures and paintings are attractively displayed around the room, creating a colourful and welcoming environment for children.

Children's welfare is safeguarded and promoted through sound staff knowledge and understanding of child protection issues and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at pre-school with motivation and enthusiasm. They settle quickly to well-established daily routines as they sit on their chairs for the daily registration session. They are encouraged to share treasures from home, linked to the sound of the week, with the group.

Children are very relaxed in the company of the attentive staff who offer good levels of individual support as children play and learn. Children are encouraged to express themselves and solve problems through excellent staff questioning and genuine interest in their individual conversations. Children of all ages benefit from an effective developmental and educational monitoring system based on the Birth to three matters framework or the Foundation Stage of learning. Children are observed as they play to ensure they access a wide range of activities and experiences during their time at pre-school so encouraging their all round development. Individual play plans are used successfully to target children's next steps in development and learning. The key-worker system is well established so children receive consistent care and form strong attachments. Staff build on children's interests and recognise their achievements.

Children are happy, secure, confident and very independent. They show high levels of self-esteem. They make choices from all available resources, activities and play environments, take care of their personal care needs and assist with daily routines. For example, they assist with table cleaning and setting prior to snack time.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff demonstrate good knowledge and understanding of the Foundation Stage of learning. They are clear about what children are expected to learn and ensure that activities and experiences are provided that cover all areas of learning. Planning is generally effective and staff know the children well. Daily activity plans show good differentiation for different abilities. However, weekly plans do not show sufficient differentiation to ensure that the most able children are appropriately challenged to build on what they already know and can do. There is an effective programme of observation in place so children's progress is assessed regularly. Observational notes, individual play plans and parental comments form a clear profile for each child.

Children demonstrate high levels of interest and motivation. They initiate their own activities, interact with friends and join in staff directed activities. Children are confident and proud of their achievements, displaying high levels of self esteem. This is effectively promoted by staff who offer consistent praise and encouragement. Children show kindness and concern for others. Good manners are evident in everyday situations where children instinctively say 'please', 'thank you' and 'excuse me'.

Children develop good relationships with staff and each other. They co-operate well as they share resources and work well together. For example, children take turns and share well during play with dough, waiting patiently for cutters and rolling pins as they make 'cookies' for the café. Help was offered by friends when a tray of 'cookies' was accidentally dropped. Children are encouraged to be independent in their personal care and activity choices and take an active role in preparation for snack time as they clean and set the table working out how many cups and plates are necessary. They show good levels of concentration for both self-selected and adult-led activities. For example, a significant length of time was taken building a complex train track or completing Chinese New Year stencil paintings.

Children are developing confident communication skills. Most are happy to talk and listen in large and small groups, to both familiar and unfamiliar adults. They respond well to simple instructions, such as requests to help with tidying up. They use talk in imaginary situations and enjoy rhyming activities, such as singing. There is a good range of mark-making equipment available, which children make use of throughout the setting and outdoor area as they make lists and write 'menus' in the 'café' and 'Chinese Takeaway'. They are beginning to ascribe meanings to marks as they name their own art work. More able children are forming recognisable letters and some can write their own names.

Children demonstrate an interest in numbers and counting. They enjoy number rhymes, such as 'Four Little Fish' and willingly attempt to place the numbered fish in the correct order. Children count confidently as a group when completing their daily calendar. They are developing a recognition of some numerals as they describe a snowman as looking like a number eight. They use size language, such as 'big', 'tall' and 'small' to describe brick towers, built as part of their play activities, using their skills of estimation to decide how many bricks they need to remove from the tower to prevent it falling over. Children also discuss the size of the vegetable pieces they are chopping as they ask if the pieces are 'too big' or 'too small'. Children demonstrate understanding of simple shapes as they describe their sandwich bread as a square, triangle or rectangle, shape.

Children develop an excellent understanding of the world around them as they enjoy exploring and investigating. They show curiosity, observe and manipulate objects. For example, they describe the buds of a growing hyacinth plant as looking like 'peas', 'olives' and 'bananas' and identify the need for cress to have light and water to make it grow. They show great interest in a bug discovered on the playroom wall and observe it carefully when it is caught in a bug viewer. They count the number of legs they can see and record their observations in the form of paintings. Children investigate a wide range of construction materials both in and out of doors. For example, building walls from real bricks and using wet sand to replace the cement or experiencing the great excitement of wooded blocks freezing solid to the ground when painted with water. They show an interest in the world in which they live, and are developing an awareness of other cultures and beliefs as they celebrate a variety of festivals such as Chinese New Year. Children ask interesting questions relating to the use of chopsticks as they query how they can cut up their food with them. Children use technology confidently as they take photographs and operate the computer independently.

Children engage well in imaginative play based on their first hand experiences, for example cooking, washing up and taking orders in the 'café'. Children assign roles as they organise their play. For example, girls taking on the role of sisters as they visit the 'café' and a boy taking on the role of the 'chef' in the 'Chinese Takeaway'. Children safely and competently use a range of tools and equipment, for example pencils, scissors, knives and play dough tools. Children are beginning to recognise and name colours, as they mix coloured paints

Helping children make a positive contribution

The provision is good.

The partnership with parents is good. They are provided with clear information about their child's care and education to ensure that they are well informed. A welcome pack is provided, there are regular newsletters and staff are always available to speak with parents. Policies, operating procedures, child development and education information is shared with parents to ensure they are fully conversant with how their child will be cared for and taught. They are equally well informed about their child's progress. They receive regular written reports. In addition, examples of work and photographs of children's achievements are shared and documentation is made available for parents to see. Staff are pro-active in encouraging parents to share what they know about their child. This enables staff to tailor care and education more effectively to meet individual needs. Parents speak highly of the care their children receive, praising the staff who they feel are friendly and approachable.

Spiritual, moral, social and cultural development is fostered. Children have use of good books and resources reflecting culture, race and disability. Children explore their emotions as they produce group books containing their comments and photographs. For example, books have been produced entitled 'Book of Caring', 'Helping Hands' and 'Book of Kindness'. Children share well and are encouraged to be kind and thoughtful to others. Children show kindness and consideration for each other as they assist with cooking and painting aprons. Children beam with pride as they are praised for being kind, helpful and thoughtful to others. Children take part in a range of activities in the pre-school to maximise their understanding of the wider

world. For example, celebration of world festivals such as Chinese New Year when they discuss lifestyles, listen to music, delve into a treasure box of Chinese artefacts and taste Chinese food.

Good behaviour is valued and encouraged. Children are consistently praised when they behave well. Staff use positive language and model good behaviour themselves. Children respond well to the staff and are keen to please them which means that overall, behaviour is of a good standard. Staff demonstrate, through discussion, a sound understanding of issues involved in the care and education of children with special educational needs or English as an additional language.

Organisation

The organisation is good.

The leadership and management of the setting is good. The committee and staff team work co-operatively to meet the needs of the children attending. Systems are in place to ensure staff are appropriately qualified and cleared for work with the children. The pre-school regularly review their own progress through detailed self-assessment folders which serve as a reference tool for all staff. There is an action plan in place to address issues raised through the self-assessment and staff are consistently dedicated and enthusiastic. They evaluate their work and review children's progress to monitor the effectiveness of the funded nursery education. The staff appraisal system is effective with ongoing training needs, career and personal progression routes highlighted. Training opportunities are offered to all staff to extend their understanding of the needs of the range of children attending the pre-school. The educational programme provides a wide range of experiences to enable children to make good progress towards the early learning goals. However, weekly plans do not effectively challenge the most able children to build on prior learning through effective differentiation of learning objectives. In addition, opportunities for children to develop their climbing and balancing skills are somewhat limited. Input is welcomed from the Local Authority to improve and refine methods employed in the care and education of the children. Regular staff meetings ensure that all staff are able to contribute positively to future planning and development.

Good ratios are maintained at all times so children receive enhanced levels of adult support. The well-documented induction programme means that staff are well equipped for their roles. Time and space are used well to provide a wide range of planned and free choice activities to promote children's learning and development. Equipment is arranged to allow children to use all areas and most resources independently. Safety and security are effective in protecting children from harm with effective staff deployment to support and supervise the children. Documentation is completed in line with the requirements of regulation and suitably stored so it is not accessible to those who do not have authorisation. However, some accident records contain limited detail. The certificate is clearly displayed so parents have clear access to information about the conditions of registration. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school was asked to consider improvements to the display of books in the book corner to enable children to see what is available. Steps have been taken to

display books in moveable cupboards that can be positioned to create a book corner for the children. Children have access to a wide collection of story and reference books including books created by the pre-school with the children. Further improvement is planned to this area when additional storage facilities become available and the quantity of books reduced to aid display and independent access.

It was also recommended that the pre-school make better use of the risk assessment action plans to track progress on addressing identified hazards. Effective systems have been introduced to ensure that identified risks are addressed and actions recorded to promote the safety and security of both children and staff. Finally, the pre-school was asked to ensure that all records relating to day care activities contain the necessary information and can be easily located by staff. An effective index system has been implemented to ensure that staff are all able to locate documentation as necessary. Regular completion of all records promotes good quality care and education for the children attending the pre-school.

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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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):

- ensure records of accidents contain sufficient detail on action taken.

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 regular opportunities for children to practice their emerging climbing and balancing skills (also relates to child care)

- develop differentiation within weekly activity planning so that the most able children are sufficiently challenged to 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