

Charlbury Pre-School

Inspection report for early years provision

Unique Reference Number 133477
Inspection date 17 September 2007
Inspector Janet Maria Moutter

Setting Address Charlbury Children's Centre, The Old Grammar School, Park Street,
Charlbury, Chipping Norton, Oxfordshire, OX7 3QP

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Registered person Charlbury 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?

Charlbury Pre-School has been established for over 30 years and is managed by a committee of parents and carers. It operates in the Old Grammar School on the outskirts of the village of Charlbury and serves the local rural area. The pre-school has the use of a large playroom, kitchen, cloakroom and toilet facilities. There is an enclosed playground to the rear of the building. Other groups make use of the premises when the pre-school is not operating.

The pre-school opens during school term times, on Monday to Friday from 09:00 to 13:00.

There are 26 children on roll, of whom 23 are in receipt of nursery education funding for three and four year olds. There are children attending for whom English is an additional language and children who have been identified with learning difficulties and/or disabilities.

There are eight members of staff who work a variety of sessions during the week and over half have appropriate early years qualifications. The pre-school receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have daily opportunities to experience fresh air and exercise within the fully enclosed school playground. The children are able to move freely and demonstrate good spatial awareness. They use a varied range of equipment such as a rickshaw, trowels for gardening and ride on vehicles, that helps to promote their physical skills. In addition, they take part in planned activities to support their large muscle development within the Foundation Stage curriculum such as trips to the village post office to post holiday postcards to themselves. Children increase their fine motor coordination by using tools such as pencils, scissors and glue sticks with increasing control and dexterity.

Children eat a varied range of nutritious foods that help them to gain an awareness of healthy eating and are involved in the preparation of their mid session snack. Through sampling foods such as potato soup or soda bread, as part of topic work, children are developing their appreciation of food tastes. Allergies or dietary issues are discussed with parents as part of the registration process. All dietary requirements are carefully recorded and accommodated. Children are able to help themselves freely to water throughout the sessions, which assists in ensuring they are consuming fluids in sufficient quantities to meet their needs.

Children have a good understanding of hygiene issues and benefit from the staff's good role modelling. For example, they know why they need to wash their hands before eating, 'you might get a tummy ache'. There is a range of measures in place to support children's good health. For example, parents are made aware of the group's sick child policy, written parental permission has been obtained for seeking emergency treatment, sufficient staff have a current first aid qualification and correct administrative arrangements are followed if accidents occur.

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. Children are able to visit the toilet independently, which helps them to build their confidence and self-care skills. They are learning to gain an awareness of personal safety through measures such as tidying away toys prior to snack, thus reducing trip hazards and by taking part in emergency evacuation drills. There is a range of appropriate measures to support children's safety and help prevent accidents. For example, staff are suitably deployed, the premises are secure, socket covers are placed over exposed electric points and hazardous materials are inaccessible to children.

Children access an wide range of age appropriate resources that are clean and suitably maintained. They benefit from the staff's understanding of safety issues concerning the purchase and ongoing maintenance of equipment. As a result, children play with toys that are safe, suitable and help to support their development.

Children's welfare is safeguarded by staff that are aware of child protection issues, confidentiality of information and the correct procedures to follow if concerned about the welfare of a child. There are effective arrangements for making sure parents are fully aware of the provider's child protection responsibilities prior to a child commencing in the provision.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are familiar with their surroundings. They are happy and have developed excellent levels of confidence and self-esteem. Children are well supported and have close and caring relationships with staff. There is well documented evidence to support young children's development. Children are aware of the pre-school routine and confidently move around the setting inside and out. They make decisions for themselves as to what they wish to play with and join with friends in many of the activities. All children experience the chance to paint and glue paper as well as playing instruments together. Therefore, they are making connections through their senses. Children know each other well. Staff are extremely vigilant and cater for the individual needs of the children. There is a positive approach to the key worker system in place which ensures that children are well supported and parents fully informed about their children's time spent in the pre-school.

Nursery Education

The quality of teaching and learning is good. The staffing team are aware of the areas of development covered by planned and spontaneous activities. They plan and provide a varied programme of suitably challenging activities that cover all aspects of the curriculum and support children's progress towards the early learning goals. Staff undertake regular written observations and assessments of the children using an adapted version of the Oxfordshire Profile System. Information obtained from assessment is then used in planning for individual children's future learning.

Children have a wide range of vocabulary and demonstrate a good understanding of how to link sounds and letters. They use language confidently, such as when sharing their news with staff and peers at the snack table, 'it's my birthday today, I'm 22'. They are learning to answer the register using greetings and then giving their name to the person in charge. Children enjoy exploring books alone or in small groups and appear to gain great pleasure from taking part in whole group story times. During such activities, children concentrate well, listen attentively and enthusiastically answer questions posed by staff. They take part in regularly planned writing scheme sessions and have the opportunity to practise their early writing skills through routine activities, such as using pens and paper in the role-play corner, out in the play ground and attempting to add their names to their drawings. Children count confidently by rote and have the chance to solve simple mathematical problems as part of the daily routine. They quickly learn to recognise numbers expressed as labels through meaningful opportunities such as comparing how many beakers there are with how many children are at their snack table. Through practical activities such as exploring the shapes of boxes during three-dimensional craft, completing puzzles or playing with sand, children are gaining an understanding of shape, space and measure.

Children confidently count up-to five and several children can count, without help, beyond 10. Children have many opportunities to make marks on paper and can easily reach scissors, and office equipment such as a hole punch, which increases their understanding and use of every day tools. Children enjoy dancing and exercising to music accompanied by a music tape. Staff are able to identify an opportunity for children to develop their listening skills. They spontaneously encourage the children to play and sing using a variety of hand held instruments. As a result, children are learning to make music in a fun way as they sing Bob the Builder and nursery rhymes.

Children enjoy designing and building with a range of construction materials. For example, they gain great pleasure from role play outside with staff support. Children learn about patterns and change in nature by activities such as planting seeds and then observing the differences that occur when plants do not have exposure to light. Children welcome meaningful visitors to the setting, including a health visitor and a father that is a police officer talking about road safety. There are many photographs both of visitors and of children's achievements. In addition, children take part in local outings such as to the nearby shop to post cards, as well as walks around the extensive school fields. Such opportunities enable children to gain a greater awareness of their local community. Children have access to a range of resources to help them develop their understanding of information and communication technology. They thoroughly enjoy engaging in role-play whilst using props and spend time making up plays using dolls.

Helping children make a positive contribution

The provision is good.

Children are considerate and kind to each other. They are beginning to develop self assurance, through close relationships built with others. They develop positive self-esteem and confidence as they voice their opinions and make choices and decisions. For example, children interact and talk confidently with their peers in small and large groups. Children are developing a sense of belonging through opportunities to explore their environment. At the time of inspection it was the start of a new pre-school year; they talk with enthusiasm about what they have achieved together. Staff create a calm, warm and friendly atmosphere where the children are valued; this impacts positively on the children's behaviour. Younger children are beginning to understand the difference between right and wrong, with the assistance from staff. Staff make sure children are busy and contented in their activities of interest to prevent children getting bored.

The children's spiritual, moral, social and cultural development is fostered. For example, through welcome posters in different languages and children's involvement in role play, and a sense of wonder as they held the soil covered worms. Staff act as excellent positive role models, encouraging the children to show caring attitudes toward each other. Children value diversity. They celebrate a range of different religious and cultural celebrations. Children access toys that reflect positive images of differences, including disability. Staff understand policies on equal opportunities and work within them. They work with parents to foster positive links in regards to children's cultures and to broaden the children's experiences such as through music, books and activities.

All children are included. They are able to participate and activities are thoughtfully adapted to meet their needs. Staff maintain records of children's individual needs but while all aspects of their progress is with their key worker this information does not help form weekly play plans. There is a trained Special Educational Needs Coordinator. The staff work closely with parents. There are children present with learning difficulties and/or disabilities, and there are systems in place to support and work with other professionals.

The partnership with parents and carers is good. Staff work very closely with parents to ensure children's needs have been met. The relationships between staff and parents are friendly, open and professional. Parents are provided with information daily on their children's activities. However, parents do not take the opportunity see and comment on their child's progress records. There are newsletters the children take home to keep their parents up to date with preschool. Staff arrange meetings for parents to discuss the children's achievements in more depths. Parents are aware of the policies and procedures for the pre-school and these are made easily available. Parents have many opportunities to come into the setting and contribute to

their children's education. Staff carefully monitor and record children's progress, this is used towards planning and clearly identifies all children's next steps of learning. Parents are provided with information relating to the Foundation Stages and nursery education.

Organisation

The organisation is good.

Children's education is supported by caring staff who are qualified and experienced. Children benefit from staff who are committed in furthering their professional development by regularly attending courses. This staff development enables all staff to provide exciting opportunities for children. The deployment of adults is good throughout the session and supports the children's care. This ensures that children receive appropriate time and attention from staff and rota parents. All the documents are in place, policies and procedures are well kept and reviewed annually. The appraisal system ensures that the pre-school's comprehensive policies and procedures are consistently applied.

Leadership and management is good. The pre-school is well established in the local community. The parent committee is supportive to staff in the day-to-day operation of the setting, as well as fund raising such as the annual 'Pig Roast', and 'Teas and Coffee's' at the local farmers market to extend children's toys and resources. Members of staff have a good understanding of the Foundation Stage curriculum which is reflected in the well developed plans, and in all areas of children's learning and development. Staff share their training knowledge with other staff members. There are comprehensive arrangements to monitor and evaluate children's progress. All staff contribute to curriculum planning, their ideas and experiences support the children's learning. Staff frequently, throughout each session, observe and record children's progress, which is shared with parents. The parents' contributions to children's records are welcomed by staff. This helps ensure children are cared for safely and progress well.

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

Improvements since the last inspection

At the previous inspections four recommendations were made to improve the provision. In care the provider was asked to ensure that all the necessary detail is recorded in documentation and stored confidentially and securely. In Nursery Education the provision was asked to organise management of large groups provide opportunities for the children to develop listening skills and use addition and subtraction in problem solving.

Since then good progress has been made with all the recommendations completed. Children's welfare is supported as all details are now stored in a locked office. Stimulating activities provide opportunities for the children to listen and solve problems in varied size groups. The impact on the children is that they grow and develop in a well managed environment, where they can play and have lots of fun learning. This supports children's confidence and well being.

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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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 that the weekly play plans contains data to enable all staff to access sufficient information to meet each child's individual needs which enables appropriate care to be given

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):

- further develop the partnership with parents, to ensure parents have regularly planned opportunities to review children's Foundation Stage assessments with staff and to share what they know about their child, to aid ongoing staff assessment

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