

# Needingworth Community Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	221822
<b>Inspection date</b>	21 May 2007
<b>Inspector</b>	Denise May Smith
<b>Setting Address</b>	Holywell C of E Primary School, Mill Way, Needingworth, St. Ives, Cambridgeshire, PE27 4TF
<b>Telephone number</b>	01480 462007
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<b>Registered person</b>	Needingworth Community Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Needingworth Community Pre-School opened in 1978 and operates from the community room within the school grounds. It is situated in the village of Holywell cum Needingworth. A maximum of 20 children may attend the pre-school at any one time. The group is open each weekday from 09.00 to 11.45 and 12.45 to 15.20 term-time only. The group offer a lunch club from 11.45 to 12.45 each day. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from two to under five years on roll. Of these, 46 children receive funding for early education. Children mainly come from the local area. The pre-school currently supports children with learning difficulties.

The pre-school employs six members of staff. Of these, three hold appropriate early years qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children's health is extremely well promoted. Staff implement highly effective measures to ensure the premises, resources and daily procedures promote children's welfare. Staff have a thorough knowledge and understanding of appropriate health and hygiene guidelines. They make sure that food preparation areas are clean, and remain clean, during the session. They ensure that tables are hygienic before and after they are used for snacks and every child uses a plate, appropriate cutlery and a clean cup for their drink. Toilets are hygienic and children routinely wash their hands, blow their noses and cover their mouths when coughing. Children remind each other why they should wash their hands and use the soap provided. Staff ensure children keep warm as they go outside to play, discussing the weather and helping children decide if they need their coats on or not. Children learn about caring for themselves during topic activities such as bathing the babies and learning to take care of their hair.

Children's medical needs are known and effectively met according to their individual needs and their parents' wishes. For example, medication is only administered with written instructions and consent from parents. Key staff are trained in first aid and systems are in place to ensure the first aid kits remain up to date and accessible. Any accidents are properly recorded and reported to parents. These procedures promote children's health, with all adults working together to ensure that children grow and develop well.

Children enjoy excellent levels of physical activity indoors and when outside. If the weather is poor activities are provided indoors, such as taking part in music and movement sessions in the school hall. Outside, children make good use of the school playground and field. They take part in many organised activities such as sports day and pancake races which promote an interest in exercise. Children confidently pedal trikes, negotiating obstacles such as the sand pit and seating areas. Children thoroughly enjoy using a large parachute in the playground, working together and taking great delight in raising the chute in order to make the toy frog jump off the chute and onto the floor. Fine muscle skills are developed well as the children roll play dough with rollers and their fingers and dress the dolls hair using grips, bobbles and hair bands.

Children are very well nourished and enjoy a healthy diet because they eat a balanced menu of snacks. Children enjoy eating their crackers, having taken care to spread the butter themselves. They eat a good range of fresh fruit and vegetables such as peppers and cherry tomatoes. The arrangement for snack times varies. The staff usually offer a rolling snack time where children decide when they wish to eat and drink. However, group snacks are provided on special occasions such as birthdays and picnic days when children bring in food to share with their friends. This is a social time for children. Children are kept hydrated throughout the session. A water dispenser is accessible at all times and children may choose between water, which they pour themselves, or a carton of milk to have with their snack.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in a very welcoming, bright, secure and safe environment. Careful thought has been given to how the premises have been converted so that they provide an environment where children move around the setting with confidence. The room is set out so that children can move from activity to activity as they choose and make choices in their play and swap and

change toys depending on their interests. Creative displays of children's achievements and projects brighten the walls and show the children that their work is valued.

Children use an extensive range of stimulating equipment and resources which are clean and purchased from reputable sources. For example, children enjoy a good range of construction toys, craft materials, books, role play, information technology and small world resources. Soft cushions are provided in the quiet area and the books are well displayed so that children can see the range available; they confidently select a book to share with their friends, a member of staff or to enjoy alone.

Children's safety is assured because staff are vigilant ensuring children move about safely within the setting and with increasing responsibility for themselves. For example, they remind children to sit down as they eat their crackers so they do not choke and to keep all four legs of their chairs on the floor so they do not fall. Staff keep all areas clean, dry and safe by mopping up spills, cleaning surfaces while ensuring these cleaning sprays are kept out of the children's reach. They minimise risks to children by ensuring electrical sockets are protected. Staff make effective use of the detailed health and safety policy and undertake comprehensive risk assessments to ensure that the building is safely maintained and any hazards identified and dealt with.

Staff safeguard children by vigilantly supervising the entrance as children are arriving and departing. Written arrangements are in place to ensure that staff know exactly who is collecting the children if this is not a parent or designated carer. Daily registers are completed as staff and children arrive and a visitors book is maintained so that staff are aware of who is in the building in case of an emergency.

Children's welfare is very well promoted because staff follow clear and effective procedures relating to safeguarding children. All staff are clear about their roles and can confidently implement appropriate procedures to protect children. The staff are well supported and their knowledge and understanding is underpinned by a comprehensive child protection policy and effective written procedures.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children arrive at the pre-school eager to see their friends, share their news and join the group. They separate easily from their carers and quickly settle down at registration time. Staff welcome the children and take care to explain all of the exciting and varied opportunities available to them so that they can begin to make choices about what they wish to play with.

Children are happy, settled, and interested in what they are doing because staff are committed, enthusiastic and work well together as a team. They follow clear and detailed activity plans and daily routines creating a busy, purposeful atmosphere. Resources are plentiful and stimulating and used effectively to engage the children in their play.

Children attend the pre-school from the age of two years and ten months. This means that by the time they have settled into the group they are generally following the pre-school curriculum. However, staff have attended training on the 'Birth to three matters' framework to ensure all children are well supported and activities are developmentally appropriate.

Nursery education.

The quality of teaching and learning is outstanding. Staff are highly committed to providing a varied programme of activities covering all of the areas of learning. They create an environment and atmosphere which fosters good relationships, self-confidence and good social behaviour. Children enjoy a fine range of activities because staff are careful to balance the children's play and learning throughout the session. Children can choose how to spend much of their activity time, moving freely between indoors and outside, the table activities and floor areas, deciding what to do and when they wish to do it.

Children make excellent progress because staff have a thorough understanding of the Foundation Stage and an appreciation of how young children learn. The staff effectively assess children's achievements and use these assessments to plan for their next steps of learning and inform the short term planning. The planning is based on children's interests and is clearly linked to the stepping stones children take in order to progress towards the early learning goals. Plans are organised around topics, designed to engage children and make the session fun and stimulating.

Children absorb the curriculum while they play because the curriculum is rich and encourages children to learn through first hand experiences. Role play is used as a vehicle to bring topics to life. The home corner evolves into houses from around the world. For example, a home in South Africa where children carry their babies in wraps as the dolls buggies are removed. Children weave a new roof for the play house as it is transformed to represent a variety of styles of living. A pretend hospital helps children learn about caring for themselves and for each other. Other areas of learning are woven into play such as providing telephones in the hospital so that the 'receptionist' can talk to patients and by providing pens and diaries for children to mark make and record the hospital appointments. Children handle books confidently and enjoy sharing them with each other or with members of staff. Effective use is made of group story times where staff are skilled at bringing stories to life using a variety of props; this results in all children joining in and becoming totally absorbed in the story. Children confidently mark make across the setting. They label their own work, and many can form letters correctly as they write their names.

Children develop an understanding of mathematical concepts during routine play, songs and activities. They develop an understanding of size and shape as they sort their teddies and begin to use mathematical language in their play. Art and craft activities are rich and children enjoy a wide range of messy play experiences. Children confidently use technology equipment as they programme toys and navigate around appropriate software programmes on the computer. Children enjoy printing off copies of their completed work and take care to keep them safe so that they can take them home.

Children behave extremely well. This is because staff are successful in providing for their personal, social and emotional development. Staff know each child well and each child feels special from the moment they are greeted in the morning to when they are collected and go home with their parents.

### **Helping children make a positive contribution**

The provision is outstanding.

Children thrive in the caring and welcoming environment created by the staff team. Staff undertake home visits prior to the children starting at the group so that they can discuss the children's individual needs and begin to formulate an understanding of the children's interests,

likes and dislikes. This enables the staff to begin to understand the child and help them to settle easily into the setting.

Staff are skilled at ensuring children who may have disabilities and/or learning difficulties are fully involved in the life of the session. Children confidently play alongside each other and more able children naturally offer support to their peers. Staff work well with outside agencies and with the school in order to support all of the children in their care. Children are helped to consider and value diversity because there are various books, dressing-up costumes, dolls, play figures, puzzles and games which show positive images of culture and disability. Hands-on activities are undertaken to bring festivals of varying cultures alive for children. Children develop an awareness of where they live as they make a map of the local area, drawing their houses and plotting them on the map. They make trips out into the local community such as to the allotments to collect fruit and vegetables, and to the hairdressers as part of their topic on care. Visitors into the group help to further develop an understanding of their local community.

Children are extremely well behaved. They respond well to the consistent messages and the positive ethos of the group. Staff make it easy for children to conform by warmly praising their achievements and cooperation. They raise their self-esteem by making children proud of their work and allowing children to achieve such as when they act as the special helper. Good use is made of stickers which children wear with pride. They eagerly show their parents their stickers explaining what they had done in order to receive one. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding.

Parents play an integral part of the life of the group. They form the management committee; they fund raise for the group and volunteer to help on a day-to-day basis. Staff provide a wealth of information so that parents know what is expected of them as a committee member or volunteer. The children benefit as they see their parents and staff working together. The children receive consistency of care between home and the pre-school because staff communicate well, gathering and sharing information. A set of policies and procedures is available to parents and the notice board informs parents of the daily activities their children take part in and the food and drink which has been provided. Photographs of the staff team, their qualifications and any training which is planned or has been undertaken is displayed alongside photographs of the committee members and their different roles and responsibilities.

Parents receive information about the Foundation Stage, the early learning goals and the stepping stones children take in order to achieve them. Regular newsletters keep parents informed of the topics being covered along with general information such as books being read and songs being sung. Staff provide information sheets with ideas of how children's learning can be extended at home, if they wish. Parents further support their children's learning by attending sports day, pancake races, the nativity play and the teddy bears picnic. Staff are proactive in sharing children's progress with children on a daily informal basis and by termly open evenings. Parents can view their children's work folders and discuss the progress reports prepared by their children's key worker. Parents take this opportunity to contribute to their children's assessments of learning.

Parents seen on the day of inspection say that children are confident and able to settle extremely well into the pre-school. They particularly like the close relationships with the school and the fact that their children are very familiar with the reception class.

## **Organisation**

The organisation is outstanding.

The organisation of the setting is highly effective and results in children receiving a high standard of care and education. Children are cared for by enthusiastic and knowledgeable staff who use their skills to provide a stimulating experience for the children. The robust recruitment and vetting procedures work well to ensure that children are well protected and cared for by suitable staff. The staff team are well established and work effectively together to support the children.

The organisation of the premises enables children to develop their independence and experiment in their play. The assessment of what children know and can do directly informs the planning, making sure the activities are purposeful and help children to achieve. The staff team are keen to develop their knowledge and skills and regularly attend training and workshops to extend their learning. For example, staff have completed courses in various parts of delivering the Foundation Stage curriculum as well as in the 'Birth to three matters' framework, first aid, child protection, food hygiene, health and safety, and various specific disabilities. Staff use their knowledge very effectively to provide children with a wide range of learning experiences. All documentation is in place, maintained and used effectively to underpin the care offered to the children.

The leadership and management is outstanding.

The committee are expertly led by an effective chairperson. She has successfully implemented a highly effective operation plan which is a credit to the group and shows the commitment shown to the pre-school. The committee and the pre-school staff work together with the primary school staff ensuring that the children's progression through the group and into the reception class is effortless. Children are very well prepared and become familiar with their surroundings as they regularly visit the school for stories, to work alongside the reception class or to take part in activities within the school.

Staff hold regular staff meetings, as do the committee, where information is shared to inform good practice. The supervisor acts as an exceptional role model and has built a committed staff team where everyone has full key worker responsibilities. Sound induction, supervision and appraisals ensure that the pre-school is monitored well. Staff have a very clear sense of purpose and are motivated to provide a high quality setting which staff, parents and children are proud of.

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

## **Improvements since the last inspection**

At the last inspection the committee agreed to consider the continued use of the kitchen as a base for activities to ensure that it offers children sufficient space and has appropriate furniture and equipment to meet their needs. The group is now based in new premises and the kitchen area is an asset to the group. They further agreed to review documentation to ensure that it accurately reflects current practice within the setting for admissions and in relation to policy for outings to include lost child elements. All of the policies are reviewed in line with current practice and effectively underpin the care provided.

## **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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)