



Pembridge Pre-School

Inspection report for early years provision

Unique Reference Number	223574
Inspection date	23 February 2006
Inspector	Deborah Ball
Setting Address	The Village Hall, Pembridge, Nr Leominster, Herefordshire, HR6 9DU
Telephone number	01544 388169
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Registered person	Pembridge 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Pembridge Pre-School was registered in 2002. It operates from the village hall in Pembridge, Herefordshire. The pre-school serves the local area and has strong links with the local school. Children have access to a secure outdoor play area.

There are currently 16 children aged from two to under five years on roll. Of these, 5 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school supports children with special needs and has procedures to

support children who speak English as an additional language.

The pre-school opens three days a week during school term times. Sessions are from 09:15 until 12:15 on Wednesday and Friday and from 09:15 until 13:15 on Thursday to include a lunch club.

The pre-school employs two staff, one of whom holds appropriate early years qualifications. The pre-school receives support from a mentor teacher from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. The good adult support and guidance helps children gain an understanding of hygiene and a desire to become increasingly independent in their personal care. Children play and are cared for in an inviting and clean environment. Staff ensure that effective procedures are in place for checking and cleaning equipment.

The pre-school routine and activities ensures a good balance of energetic play and opportunities for children to take part in quiet activities. Children enjoy exercise and develop a positive approach to this through regular opportunities for physical activity and good use of the playground and local park. Children have a good awareness of space and use a wide range of small and large equipment with confidence. They enjoy using the playground to develop their steering and pedalling skills when using the bikes, and having the opportunity to use the static equipment in the local park, to practise their climbing and balancing skills.

Children begin to develop a good understanding about healthy practices through topics and activities. Children are well nourished and are able to help themselves to easily accessible drinking water and enjoy fresh fruit and milk at snack time. Snack times are a sociable occasion and a lunch club provides children with the opportunity to eat their meals in a social setting alongside other children. Children's individual dietary needs are well met as they are discussed with parents and information about cultural and individual needs are recorded.

Children's health care needs are supported appropriately with detailed policies and procedures which work in practice, for example, if they require medication, have an accident or become unwell. Good arrangements are in place to minimise any risk of cross infection, staff clean tables before use and encourage children to think about 'covering their cough' and 'catching their sneeze'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in this well maintained environment which is effectively organised to enable them to move around freely. They have access to a wide variety of toys and equipment which are in good condition, provide a good level of challenge and are appropriate to the children's age and stage of development.

Staff give good priority to identifying hazards and reducing risks of injury to children. This is because staff have a good awareness of health and safety issues. Children benefit from a good range of safety measures, for example, the playroom door is locked when the session is in progress, access to the premises is monitored by staff who check identification and record details of visitors to the setting. Staff are deployed effectively, which means the children are supervised well, for example, during physical activities and when they leave the playroom to go to the bathroom. Children are developing a good understanding about safety in the setting, through good staff explanations, for example, discussions about emergency evacuation and using equipment safely.

Children's welfare is safeguarded because staff have a very good understanding of child protection. Staff have attended training and understand the procedures to follow with any concerns. The child protection policy is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in pre-school, they show eagerness and enthusiasm within their play. Those who are new to the setting are helped to settle by staff who are sensitive towards their individual needs. Children respond well to the staff's gentle responses, smiles and praise during play.

Children's independence is promoted through a variety of opportunities and they move around freely accessing toys and play equipment. Staff have a good understanding of the range of experiences which enable children to make progress in all areas of learning and play. Children are fully involved in a wide range of enjoyable activities, which develop their mathematical thinking, imagination, language and creative development, for example, role play, construction, singing, arts and crafts.

All children benefit from warm relationships with staff who are interested in what they say and do and give them lots of praise and encouragement. This enhances children's confidence and self-esteem. Staff respond promptly and with genuine interest to children's questions and conversations about their homes and families. This helps children feel valued and appreciated. Children play well together, they are learning to share and have respect for each other's feelings.

Nursery Education:

The quality of teaching and learning is satisfactory. Staff are developing their knowledge of the delivery of the foundation stage and training is being arranged to develop this further. A worthwhile range of activities and experiences are planned to cover all areas of children's learning. Staff are aware of the areas for further development in their educational programme. For example, to develop the planning

to ensure all areas of learning are explored and clearly link to the stepping stones and to develop the use of effective assessments to demonstrate progress for individual children. This will ensure that children's differing abilities are taken into account and inform the next steps in planning. The setting are working with the early years advisors to address the areas for further development.

Most children are self-assured in their play and confident to try new experiences. The setting has a key worker system in place which ensures all children's individual needs are met and that children move along at a pace suitable to them. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

Staff with responsibility for special needs have a sound knowledge of the procedures and have developed good relationships with parents and other professionals. This ensures children with special needs are included in all aspects of play and make good progress. Good consideration has been given to sources of support for children with English as an additional language.

Children are interested and motivated to learn, speaking confidently in groups and individual situations. Children are extremely imaginative, they make up their own games, enjoy dressing up and taking on varied roles and different characters, for example, as 'fire fighters', a child takes on the role of leader and gives clear instructions to the other children, 'you go over there, OK' and 'the fire's at the other end'. Children join in with great enthusiasm using 'walkie talkies' to communicate to each other and 'hose pipes' to put out the fire!

Children are encouraged to show an interest in numbers and are supported in developing the skills needed for counting. Staff use a good range of resources, games and everyday activities to develop children's mathematical skills. Younger children are helped to say numbers in the correct order and recognise the number of objects in a small group. Older children count reliably up to ten and some beyond.

Children show independence by self-selecting resources and initiating their own play. Children communicate effectively, they say 'please' and 'thank-you' and they are keen to share experiences. They are sociable and readily engage their peers, staff and visitors in conversation. Good friendships are developing and children play well together. The room is well organised and resources are attractively set out to promote independence and stimulate interest in learning.

Children's communication skills are developing well as staff extend their vocabulary effectively and further children's thinking. During their play children begin to use language to describe and compare shape, position, size and quantity. Children enjoy free painting and using a variety of media for craft work and displays. They enjoy books, accessing them independently and listening to stories. Good emphasis is placed on developing children's communication, language and literacy skills. For example, by linking sounds to letters and by being able to recognise and write their names.

Children are beginning to develop their understanding of the wider world. They listen to music from around the world and talk about the weather with knowledge and

confidence. Children are beginning to explore objects using a magnifying glass, are interested in how things work and learn how to operate a variety of equipment. They enjoy using all their senses to explore a wide range of different materials for example, sand and dough, and through tasting, smelling and feeling activities. Children are involved in discussions and activities about special events in their own lives, their families and gain an awareness of beliefs and cultures outside their immediate experience.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. All children are welcomed into the group and staff know the children well. They are aware of their individual needs and preferences and this helps children feel secure and settled. Children develop a positive attitude to others and an understanding about the wider world and community. Staff plan a range of activities and use resources to increase children's awareness of diversity and they explore a variety of festivals and celebrations. This positive approach fosters children's spiritual, moral, social and cultural development well.

Children behave well and are beginning to understand right and wrong through consistent boundaries and age appropriate methods used by staff. For example, staff talk calmly to children, give gentle reminders and suitable explanations. Staff encourage children to play alongside each other and share both space and toys. Children are given lots of praise and encouragement and are rewarded in their achievement, for example by using stickers. Children respond positively to this and this helps develop children's self-esteem and confidence. A written statement on behaviour management is shared with parents and significant incidents are recorded.

Partnership with parents and carers is good. Sensitive settling in arrangements and a key worker system helps children, parents and staff get to know each other. Children benefit from effective information sharing with parents. Parents are warmly welcomed by staff to speak with them at any time should they be concerned about any aspect of their child's care or learning. Parents are aware of the current topic and this helps parents to become involved in their child's learning. Parents receive helpful information about the provision, the aims of the setting, information about the policies and procedures and the Foundation Stage guidance.

Organisation

The organisation is good.

The pre-school offers a warm and welcoming childcare experience where children are happy and settled. Children's care is further enhanced by the effective organisation and use of space. Staff are effectively deployed and children have good levels of individual attention which supports and extends their learning.

The vast majority of the required documentation is in place, with the exception of

records of existing injuries and incidents that arise. All other documents are well maintained and are regularly reviewed to ensure that they continue to meet requirements. Records are stored confidentially and are only accessed by the staff. A detailed and well thought out operational plan is shared with parents and implemented well by staff. Children's parents are provided with attractive and detailed written information, which include the range of policies and procedures, information about the service provided, the Foundation Stage curriculum and information about staff qualifications and training.

The leadership and management of the nursery education is satisfactory. They are clear about their aims and objectives and all staff are fully committed to improve the quality of care and education for all children. They continue to further their knowledge and expertise through training, working with other settings, sharing ideas and developing good practice. Children's care is enhanced through efficient and effective organisation. Staff implement policies and have efficient recording procedures in place which protect children's health and well-being. Policy documents are reviewed and updated and staff and parents are made aware of any changes. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

The previous care inspection recommended that the pre-school review the procedures for carrying out risk assessments and for observing and assessing children's progress. Also to review and fully implement a training plan in order to meet the required training and qualifications for all staff.

The previous nursery education inspection recommended that the pre-school improve the staff's understanding of the foundation stage curriculum, develop a system for assessing children's progress and attainment, provide achievable challenges for children across all six areas of learning and interact effectively with children to extend the learning opportunities.

Major improvements had been made since the last inspection, with a new staff and several new initiatives significantly enhancing both the level of care provided for children and the organisation of the setting. One member of staff holds a recognised early years qualification and the other member of staff is currently working towards a recognised early years qualification. Staff are continuing to review the procedures for observing and assessing children's progress to plan experiences that help children take the next step in their learning. This continues to be a recommendation following this inspection. Children are protected from harm because staff are aware of possible risks and have put appropriate procedures and practices in place to minimise these.

Staff are developing their knowledge of the delivery of the foundation stage curriculum and training is being arranged to develop this further. This continues to be a recommendation following this inspection. Systems are in the process of being developed to observe, monitor children's achievements and to plan experiences that help children take the next step in their learning. Children's progress and attainment records is an area for further development. The learning programme and activities are planned to provide a balanced range of activities which challenge all the children

very well across the six areas of learning according to their individual needs and progress. Staff interact effectively with children and extend the learning opportunities through skilled questioning of children, giving them time to think through their answers. This encourages the children to progress and also to consolidate their learning.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004.

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 satisfactory.

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 existing injuries and behavioural incidents are recorded

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):

- continue to develop planning to ensure all areas of learning are explored and clearly link to the stepping stones
- continue to develop and extend staff knowledge of the Foundation Stage Curriculum Guidance
- develop use of effective assessments to demonstrate the progress for individual children ensuring that they clearly reflect children's differing abilities and inform the next steps in planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk