

Ettington Pre-School Ltd

Inspection report for early years provision

Unique Reference Number	EY342741
Inspection date	02 October 2007
Inspector	Sally Wride
Setting Address	Ettington C of E Primary School, Churchill Close, Ettington, Stratford-upon-Avon, Warwickshire, CV37 7SP
Telephone number	01789 740919
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Registered person	Ettington Pre-School Ltd
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?

Ettington Pre-School Ltd originally opened in 1988 and re-registered in 2007 due to a change in ownership. It operates from purpose built accommodation within the grounds of Ettington C of E Primary School in the village of Ettington near Stratford-upon-Avon. The setting serves the local area and has strong links with the school. There are fully enclosed play areas available for outdoor play.

A maximum of 32 children may attend the nursery at any one time. There are currently 44 children from two to four years old on roll. This includes 28 funded children. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language.

The group opens five days a week all year round. Sessions for children aged under three years old run from 09:00 until 12:00 or from 13:00 until 16:00. Sessions for children aged over three years old run from 09:00 until 13:00 or from 13:00 until 16:00. Full day care is also offered for all children and runs from 09:00 until 16:00. The setting operates a holiday club for children aged from two years old to under eight years old from 09:00 until 16:00 with flexible hours

offered. A carer and toddler group is also provided by the setting. This group runs each Tuesday morning from a nearby hall from 10:00 until 11:30.

There are four full-time and six part-time members of staff who work with the children. Over half of the staff have early years qualifications to National Vocational Qualification level 2 or 3. There are two members of staff currently working towards a recognised early years qualification. The setting receives support from a mentor teacher from the Local Authority. They have achieved stage 2 of an accreditation scheme with the Pre-school Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained care environment. All toys and equipment are regularly cleaned to ensure that they remain hygienic for the children to use. Well-stocked first aid boxes are conveniently located around the setting and all of the required health documentation is in place. There are effective procedures for if children become unwell whilst in attendance at the group. Older children have a clear understanding of the importance of good hygiene practice, whilst younger children are supported through age-appropriate explanations provided to them by staff. Children are well supported as they begin to toilet train and older children develop their self-care skills as they access the toileting facilities independently. The bathroom is bright and cheerful and children benefit from posters that are displayed that identify the correct procedure for hand washing.

Children have many opportunities to experience their outdoor environment each day. They make decisions and freely flow between the indoor and outdoor play space as they choose. They benefit from play activities outdoors such as painting, drawing and planting, in addition to developing and extending their physical skills and control with a range of equipment. They pedal bikes and trikes and use age-appropriate climbing equipment.

Children enjoy eating their own packed lunches whilst in attendance at the setting and sit together with the staff and their peers to enjoy their mid-day meal as a sociable occasion. Parents are provided with information about the importance of providing their children with a healthy lunch. They also have access to recipe books in the main foyer area and are provided with website information about where they are able to access further information about child nutrition. Parents provide ice blocks in their children's lunch boxes to ensure that foods are maintained at suitable temperatures prior to being offered to children. Through consultation with parents, staff have a clear understanding of children's individual dietary needs and plan and provide snacks accordingly. Whilst children enjoy healthy snacks of fresh fruit each day, many of them have a limited understanding of the importance of eating a healthy diet and the effect that this will have on their bodies. Drinks are regularly offered to the children and fresh drinking water is easily accessible to them, ensuring that they are well hydrated during their time at the setting.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. Detailed written risk assessments are in place and are regularly reviewed and updated. In addition daily visual risk assessment checks

are conducted in all areas used by children to ensure that their care environment is safe and free from hazards. Children are very well supervised by staff when playing both inside and outdoors. There are effective procedures in place for the safe arrival and collection of children. Children have the opportunity to learn about keeping themselves safe as they regularly practise the emergency evacuation procedures. They develop an understanding of road safety as they go out for walks nearby and use the 'stop, look and listen' technique when crossing the road. Staff further develop children's understanding as they talk to them about the importance of staying close to an adult and the dangers of talking to strangers. Children's welfare is safeguarded through effective child protection policies and procedures. These are openly shared with parents to ensure that they are well informed. Staff have a solid understanding of the known indicators of child abuse and the action that they should take in the event of a concern about a child in their care.

Children enjoy a very good range of high quality toys and resources. These are well stored and displayed at child height to allow for easy self-selection. Children are confident in making decisions about what they would like to play with and how they would like to spend their time. Their base rooms are bright and cheerful. There are many items of children's art work displayed, which not only creates an inviting feel to both children and parents but also allows children to take great pride in their work.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the setting thoroughly enjoy their time at pre-school and are busy and occupied in the vast range of worthwhile activities and play opportunities provided. They enjoy strong relationships with the staff and play well both independently and with their peers. They behave well, cooperate with their friends and happily share and take turns. Younger children benefit from very good use of the 'Birth to three matters' framework. Their individual learning needs are actively planned for to ensure that they participate in activities at a rate best suited to their individual stages of learning and development. Detailed observation and assessments are conducted and the information from these and from activity evaluations is fed back in to planning. They learn Makaton signs and are introduced to letters and letter sounds through a phonic learning system. They are provided with pictures to colour at home with their families of the current letter of the week, which supports the continuation of their learning from home. They are actively involved in group singing time and show developing confidence as they stand in front of their friends to perform a song. They listen well to stories read to them by enthusiastic staff and demonstrate confidence as they make decisions about their day. They are able to choose whether they would like to play indoors or outside and are provided with meaningful activities in both locations. Indoors they play with cars, complete jigsaws, develop their physical skills as they spread their own sandwiches and draw and colour pictures. They explore their facial features in mirrors and draw pictures of themselves. Outdoors they develop their physical control as they climb on age-appropriate apparatus, explore water in the water tray and participate in large-scale construction activities. They use rockers and cooperate with their peers to coordinate rocking movements. Staff are enthusiastic in their work with children. They work directly with them and are actively involved in their play. They demonstrate and explain the rules of tennis and run around with the children to complete obstacle courses. Children relish the attention that they receive and enjoy the company of staff. Children are helped to understand the importance of road safety as they practise crossing the road using the green cross code. This is further supported through role play activities using toy replica road crossings outdoors. They develop early ICT skills as staff support them in their use of age-appropriate

games on the computer. They enjoy arts and crafts both indoors and outside, for example, painting. They readily involve themselves in role play, acting out cooking, dressing up and taking their dolls for walks.

Nursery Education:

The quality of teaching and learning is good. Staff have a thorough knowledge and understanding of the Foundation Stage curriculum and use their skills effectively to support children's learning in both adult-led and child-initiated activities. A wide range of activities are planned for children that cater for all six areas of learning. All planned activities are clearly linked to the Early Learning Goals and stepping stones. Planning documents also differentiate for individual children and their specific learning needs. This supports children as they work at a rate best suited to their stage of learning. An effective key worker system is in operation. Regular observations and assessments are undertaken on the children's progress and this information, along with information from activity evaluations, is fed back in to planning. This helps all children to achieve their full potential. Children's interest is well sustained during group activities and a calm environment is created, with children given time and opportunity to complete tasks in an unhurried way. Staff are enthusiastic in their delivery of the curriculum. They offer clear instructions and interact well with the children. Consequently, children achieve regular and continuous progress in all areas of learning.

Children are happy and settled in their care environment and as a result have a good disposition to learning. They are actively involved in the range of worthwhile activities that are available and happily play either alone or in groups. They demonstrate decision making skills as they make confident choices about whether they would like to play indoors or outside. They freely move between the two areas, accessing activities of their choosing. They display high levels of independence as they access toileting facilities independently, managing their self-care skills well. They are developing confidence in dressing themselves as they put on their coats ready for outdoor play and also in the role play areas using a good range of dressing up clothes. Children are openly praised for their achievements which fosters their self-esteem very well. They take pride in their art work which is widely displayed around the setting and often point out their pictures to their friends. Children are given real responsibility as they help to tidy away, for example, using a dust pan and brush to sweep up fallen leaves.

Children confidently communicate with both the staff and their peers. They openly ask questions and respond well when staff ask them questions to encourage their thinking. They have many opportunities to develop their drawing, colouring and writing skills and benefit from displays of letters that they are able to refer to as required. Many of the children are beginning to form recognisable letters and some are able to write their names. Name flashcards are readily available for children to copy. They enjoy listening to stories and thoroughly enjoy acting these out, for example, 'The tiger who came to tea'. Staff introduce new vocabulary to the children, for example, author and symmetrical. Books are available to children both indoors and outside, although this is a less popular activity.

Children have many opportunities to learn about the concepts of numbers and counting. Staff are skilled at threading mathematical ideas into many activities and daily routines, such as counting the number of children stood in a line. Their understanding of simple addition and subtraction is developed as they count how many girls and boys are present and how many children are present in total. When out for walks nearby, children are asked to count the numbers of chimneys they can see and if they can recognise numbers displayed on the doors of houses. Children often relate numbers to their own age, stating 'four, that's how old I am'. They see

numbers displayed widely around the setting, which they use for their reference. Many of the older children are able to recognise some numbers. Many of the children count well, for example, one child counted a group of plastic counters up to 23. They explore concepts of volume and capacity through sand and water play.

Children have good opportunities to explore the different sounds that they can make using a range of musical instruments from around the world. They confidently join in with familiar songs and rhymes and enjoy dancing activities where they use their bodies to create a range of movements. Children enjoy role play both indoors and outside. They dress up using a good selection of dressing up clothes and act out familiar situations with their peers. Children are able to freely access a very good range of arts and crafts materials that they use for their own purpose. They enjoy painting, drawing and colouring activities and often name the colours that they are using. They create models during junk modelling activities, often with a clear idea of what they are planning to make. They experiment with a range of different joining methods and are very well supported by staff. They use their senses as they explore during cornflour play and are keen to see what happens to the mixture when they add more water.

Children thrive in their outdoor environment, which is laid out as an outdoor classroom. They freely choose throughout the day whether they would like to play indoors or outside. They successfully manoeuvre scooters, bikes and trikes around their outdoor play area. They avoid their friends and other obstacles. Children explore the effects of pushing and pulling as they manoeuvre carts around the playground. Their fine motor skills are developed through regular drawing, writing, scissor and construction activities. They engage in planting activities, tending to their plants and watching with interest as they grow. They go out for regular walks to explore their local community and also benefit from visits from members of the community. For example, the regularly see the vicar and have recently enjoyed a visit from a local farmer who brought his tractor along for the children to see. They learn about the changing seasons and the effects of the weather as they play outdoors and complete the weather chart each day. They develop an understanding of the wider world through their links with a school in Tanzania, talking about the United Kingdom, exploring maps and through their weekly French lesson. They have daily access to age-appropriate computer programmes and other programmable equipment which helps them to develop an understanding of ICT.

Helping children make a positive contribution

The provision is good.

Every child is valued and respected as an individual and receive care that is tailored to meet their individual needs. Each child is helped to achieve their full potential as planned activities are delivered at a pace best suited to individual stages of learning and development. Children enjoy celebrating a wide range of cultural and religious events throughout the year. The setting is linked to a school in Tanzania. Children send and receive cards and letters, explore cultural music and games and as a result gain an understanding of the wider world. They develop a positive view of the wider world through access to resources that reflect positive images of diversity in everyday play situations. Older children benefit from weekly French lessons during which they learn about the French language through fun games, activities and songs. They are provided with homework activities to enjoy with their parents at home. Children throughout the nursery are introduced to Makaton sign language. Staff demonstrate new and known signs to the children to help develop and extend their understanding. Parents are provided with information about the signs that their children are learning to enable them to continue their children's learning from home.

There are effective procedures in place to identify and support children with learning difficulties and/or disabilities. Strong partnerships between staff, parents and external agencies effectively promote children's well-being and help each child develop their full potential. Well-detailed individual education plans are produced to identify short-term targets for children. These are regularly reviewed in partnership with parents in order to assess the progress of the child. As a result, children make good progress in their learning and development. Children are very well behaved and benefit from regular praise and encouragement that develops their self-esteem. Staff work in partnership as they effectively implement behaviour management policies and procedures. They ensure consistency in their delivery of agreed behaviour management techniques and spend time talking to children about desirable behaviour, such as sharing with their friends, to help children develop an understanding of kindness and fair play. Children's understanding is further developed through the use of picture symbols that identify desirable behaviours, for example, sitting and listening well at circle time. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the strong working relationships that have been developed between their parents and the staff. Daily exchanges of information at the start and end of each day ensures that both staff and parents are well informed of children's needs. Parents receive a well-presented written prospectus that details information about the setting, information about policies and procedures and how the care of their children is organised. Well-displayed notice boards provide parents with good quality information about child care and education and organisational information about the setting, for example, the structure of the staff team and their roles and responsibilities. They receive outline information about the 'Birth to three matters' framework, which is further supported through a relevant display which is currently under development in the younger children's base room. A carer and toddler group is also provided by the setting and runs each Tuesday morning from a nearby hall. A member of staff from the setting facilitates the session, is available to parents for discussion and to talk about the children's transition to pre-school. This supports children as they become familiar with staff and access early play opportunities with other children.

Partnership with parents and carers is good. Parents are provided with outline information about the Foundation Stage curriculum and the six areas of learning. They receive regular newsletters that provide details of the topics and themes that will be covered in both of the base rooms and are provided with information about how they can support their children's learning from home. Effective links between the child's home life and time at the setting are well developed as staff provide information sheets about how parents can further support their children's learning. Children are also encouraged to work with their parents at home to find objects that link to the theme for the interest table. Well-written information on white boards is provided to parents about the activities that their children have enjoyed each day. Although planning documents are displayed within base rooms, they are not situated in prominent positions to ensure that they can be easily viewed by parents. As a result, parents are not fully informed of the learning intentions of activities that their children are involved in. Both the staff and managers are always readily available to meet with parents. Formal parents evenings are held twice yearly, providing parents with the opportunity to talk to staff and view their children's well-presented assessment files.

Organisation

The organisation is good.

Children benefit from the very good organisation of the setting. They are able to make decisions about their play, freely accessing toys of their choosing. They make independent decisions

about whether they would like to play indoors or outside and are able to freely flow between the two areas, directly supervised by staff. The key worker system is effective and the staff get to know the children very well. The staff are skilled at interacting with the children, responding to them and listening to their ideas. There are comprehensive and clear recruitment and induction procedures in place which ensures that new staff quickly settle in and understand the vision and good practice of the nursery. All staff undertake suitability checks, ensuring that they are safe and suitable to be in contact with children. Regular staff appraisals are effective in monitoring staff practice and identifying their training needs. Staff have regular opportunities to attend training courses and events which support their own professional development and the raising of standards of care and education provided at the setting.

All of the required documentation which contributes to children's health, safety and well-being is in place, carefully stored, well organised and effectively maintained. They are regularly reviewed and are only accessed by staff, ensuring that confidentiality is maintained. The setting's range of policies and procedures work in practice to promote children's health, safety and well-being. They are continually reviewed and updated to ensure that they reflect current good practice and professional advice. Parents are invited to view planned changes to policies and procedures and their comments are invited.

The leadership and management is good. Well-thought-out and detailed development plans have recently been devised for the setting. Areas identified for further development are currently being implemented by leaders, management and staff. They work together as a strong and committed team, who effectively communicate through both regular informal and formal meetings. High levels of enthusiasm are evident as all involved in the setting continually strive to provide best practice. There is a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. There are effective systems for monitoring the quality of the Foundation Stage curriculum and a commitment by all staff to provide a high quality provision for nursery education. The leaders provide clear guidance to staff so that they are aware of the expectations placed upon them on a daily basis. They approach parents regarding their views of the care and education in the setting and they welcome and value their comments. There are defined roles for the manager who supports and motivates the staff team effectively. She regularly monitors the working practice of all staff and is a positive role model. All staff are committed to ensuring that the needs of all children are addressed and that all children feel included within the setting. They are well qualified to meet the learning needs of the children and demonstrate ongoing commitment to continue to develop their knowledge as they update and extend their training. Staff responsible for the planning of the Foundation Stage curriculum and 'Birth to three matters' framework are skilled at planning for children's individual learning needs. They benefit from time out of the classroom to develop their planning and regularly communicate with other staff to ensure that all involved in providing educational provision for children are able to have input in to the activities that are planned and provided. There are good links in place with the local primary school. Children benefit from regular visits from the head teacher and reception teacher and also visit the school for cooked lunches and to watch assemblies. This supports them as they prepare for the transition to school. Overall the provision 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.

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 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):

- further develop children's understanding of the importance of leading a healthy lifestyle

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 the amount of information provided to parents about the Foundation Stage curriculum and the six areas of 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