

the rule that they should not run in the building. They know what to do when the fire alarm goes off as they frequently practise the emergency evacuation procedure.

Staff are aware of their responsibility to safeguard the children. They have the relevant guidance and contact numbers and would follow the groups procedure. Parents are informed of the policy. Children are protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

The majority of children enter the group enthusiastically; some are a little reluctant or unsure. Staff are aware of the individual reasons and offer appropriate support and guidance. Children with the help of their parents, choose which activities they want to take part in and settle quickly. The children are making trusting relations with the staff who greet them each individually and help them to make informed choices. Staff set out activities on the tables and around the room for the younger children, although they can change these and take other items out. The older children select activities, as they want them; they are developing their confidence and independence as they make choices. The older children are beginning to make friends and socialise well, they take part in activities together such as painting or using the computer.

Nursery Education

The quality of teaching is good. Children are well motivated and interested. They are learning to spend time at the stimulating activities, concentrating and completing work to their own satisfaction. Staff have recently changed the emphasis of the children's days from producing finished products to exploring and experimenting with the media. Such as when making Diwali lamps, first the children explore the clay fully and only later, use it to make a lamp. The staff have a good understanding of the Foundation stage which some have gained through training and the others through daily use. They all work together to plan the activities making sure that all their key children's needs are being met. They make observations of the children using the stepping-stones as guidance. The manager has developed a very good system for checking that they have all the necessary resources and knowledge to provide activities so that they are challenging. Staff adapt activities according to each child's abilities. Children enjoy the challenges and are making good progress.

Children are keen and lively and they use their initiative to develop their own games, such as filling the small lorry with spoonfuls of tealeaves, moving it around and making a large pile in the corner of the tray that the lorry can drive over. Another looks at and explores the chime bars. Children understand the rules and know that they need to help tidying away resources so that they can move onto the next activity, some do this very enthusiastically some need a little encouragement. Children are gaining confidence in speaking to other adults and are beginning to respond well in group situations and to learn how to wait their turn, until asked. They enjoy adults reading stories to them and listen well especially when they can take part in it by acting some of the characters. Little red riding hood is a favourite. They are learning to follow pictures sequentially. They handle books with care. Children are gaining a very good knowledge of letters and the phonic sounds they make. They have several opportunities to make their own marks, such as signing Christmas cards and writing and posting letters. All children have the opportunity to write their name on their own work and to use media such as sand to practise writing.

Children frequently count as they play and do activities such as puzzles, they count the pieces they have put together. Most count confidently up to 10. They are learning to say which number comes after another, for instance which date follows another and to match the numerals when helping to complete the calendar. They enjoy taking part in board games matching shapes and colours and counting the squares, they are learning to take turns. Whilst using the computer children use various applications, learning how to manipulate the mouse to draw a picture, they change the colours and play matching games, sometimes recognising numerals. They have opportunities to use a variety of technical resources such as a simple book with a tape recorder. A child records the sounds he makes to match the pictures of the animals and play back. He shows delight in the sounds he hears and his own voice. Santa's workshop provides opportunities for children to wrap their own presents manipulating the paper, scissors, sellotape and ribbons. They are gaining skills in manipulating objects and developing hand eye co-ordination as well as using their imagination. Children explore a wide range of media; they take great delight in playing with long strands of silver paper, which at first they hunt through to find treasure and then bury parts of them selves and later are completely wrapped in it. It causes a great deal of fun and laughter.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who work with parents to meet individual children's needs and to ensure that all children are included fully in the life of the setting, they gain a sense of belonging. Staff address children's individual needs extremely well, they are aware of the children's moods. They support children who may be a little sad or stressed. Children learn that others may have different needs to their own. They are discovering the local community through activities with the schools and exploring the surrounding countryside when on walks. Staff use a wide range of resources very well to promote knowledge of other cultures and religions. Children are all very familiar with the Christmas story. Staff have excellent procedures in place to support children with learning and physical disabilities, they follow a true policy of inclusion. Spiritual, moral, social and cultural development is fostered.

Children are learning to behave well. The group have a clear set of rules and staff provide consistent guidance, they are good role models. They evaluate their methods and discuss the impact on individual children; with the result that children are learning to behave responsibly and to respect others. Staff use positive reinforcement and encouragement to enhance children's self-esteem and co-operation.

Partnership with parents is good. Staff understand that close relationships with the parents benefit the children. Parents complete an initial profile regarding their child so that staff can understand the child's abilities and interests when they first attend the group. The pre-school provide the parents with a good range of written information such as the prospectus, parents information pack and regular newsletters, so that they are well informed about the group. Staff encourage the parents to approach them when ever they wish to discuss their child. Staff inform parents of activities that they have taken part in and enjoyed. Parents have free access to the achievement profiles and are requested to contribute to them.

Organisation

The organisation is good.

Careful employment procedures ensure that children are well protected. The management committee employ the new staff, being sure to carry out all necessary checks. The staff regularly review the policies and procedures to ensure that they are relevant and the committee adopt them. Staff attend frequent training opportunities to extend their knowledge. There is an action plan in place to make certain that at least half of the staff have relevant qualifications. The times that staff and children arrive are not always recorded. The daily routine is well organised so that children spend maximum time during the session developing their skills and learning from first hand experiences.

Leadership and management is good.

The pre-school manager has had many years experience of working with children, she is managed and supported by the committee; they work closely to provide a safe stimulating environment for the children. The team of staff work co-operatively together. They are committed to improvement. Staff evaluate and monitor how the children are learning, they change their methods when necessary. Parents are not asked formally for their opinions on how their children are making progress, although they do contribute to the achievement files. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection an action was made that a procedure should be developed for staff to follow if a child became lost, this has been completed. A recommendation was made that parent's permission should be gained for children to receive advice or treatment in the case of an emergency. This has been added to the previous list of permissions. Following the Foundation stage inspection the group were asked to give consideration to how to monitor and evaluate the provision of nursery education. This has been achieved through several means including the observations carried out of the children and ensuring that learning objectives have been met at activities.

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

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):

- ensure all staff area aware of the hygiene procedures when changing nappies
- ensure the record of attendance includes arrival and departure times
- develop the sickness policy to include more detail

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 the monitoring system further to include parents.

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