

Tingewick Pre-School

Inspection report for early years provision

Unique reference number	131139
Inspection date	22/06/2009
Inspector	Isobel Randall
Setting address	Main Street, Tingewick, Buckingham, Buckinghamshire, MK18 4NL
Telephone number	01280 847307
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Tingewick Pre-school opened in 1971. It operates in a modular building in the grounds of the primary school in the village of Tingewick near Buckingham. They are able to use the school play areas daily. The group is managed by a committee of volunteers, who are normally parents. The pre-school serves the local area. There are currently 29 children from two to five years on the roll all of whom are in the early years age group. This includes 24 children who receive funding. Children attend a variety of sessions. The group supports children who have learning difficulties and/or disabilities. The group opens five mornings a week during term times. Sessions are from 09:00 until 12:00. Six staff work with the children. The manager and one other staff member are qualified teachers and two other staff members are qualified to level 3 in childcare. Tingewick Pre-School is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Each child is well known and their individual needs are met in a caring environment with a good range of stimulating activities. Children make good progress because they are offered a wide range of practical activities which arouse their curiosity, encourage them to think independently and help them to progress toward the early learning goals. Staff know and understand the nursery's strengths and areas for development. They meet regularly to reflect on and to plan for improvements in the children's learning and care. Improvements recommended at the last inspection have been addressed, although staff continue to try to engage the collaboration of all parents in monitoring their children's progress. The pre-school is very inclusive. Staff plan well in collaboration with outside agencies to support children with learning difficulties and/or disabilities so that they learn to integrate with others. Intermittent attendance by travelling children is well supported. Staff and managers have a good capacity to further improve the quality of the provision offered to the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that staff follow procedures to maintain familiarity with the policies of the group
- include children's access to wooded areas in risk assessments
- encourage parents to be more responsive to the setting's requests for information about the children's development

The leadership and management of the early years provision

The pre-school has made good progress since the last inspection and all previous recommendations have been addressed. For example, all staff have been trained in hygiene procedures when changing nappies, and the sickness policy is precise. Staff record the time of children's non-standard arrivals or departures. Although the manager encourages parents to report their children's experiences and achievements at home, for example, on a form now provided in their Learning Journey records, only a minority do so at present. Self-evaluation is good, leading to improved systems and approaches, so that there is good capacity for further improvement. Staff meet regularly to reflect on their effectiveness, with good opportunities for training to improve their skills. As a result, they act to improve the children's independence and ability to contribute to their community. For example, children now take turns to select initial play equipment using pictures from a range provided by staff.

There is good attention to the children's safety. Risk assessments show that managers have identified and addressed potential risks in all aspects of the pre-school environment and activities. It is possible for children to be hidden from staff behind trees in the playground, although there is always an adult nearby. Boundaries are secure and all adults are checked, whether visiting or collecting children. Incident, accident and medication records are kept. Appropriate policies are in place for all aspects of work, but staff have not provided the required evidence that they have maintained their familiarity with them. Staff are trained in child protection. Recruitment procedures, organised by the committee, are safe.

Key workers effectively promote their children's development on the basis of constant monitoring and discussion of their progress. Parents are encouraged to discuss their children's needs at any time, while specific parents' evenings have been introduced to extend opportunities to share experiences and views.

The parents' committee is highly supportive towards managers. The committee encourages regular training to improve staff expertise. While they work hard to raise funds that improve the environment and resources, they rightly leave the educational direction of the provision to the leader and her staff. The pre-school collaborate well with the adjacent primary school so that children are confident when they move into the Early Years Foundation Stage.

The quality and standards of the early years provision

The well-balanced curriculum that covers all six areas of learning is supported by an extensive range of activities and experiences matched to children's individual needs. Personal records identify children's progress and plan for their next challenge. Almost all children are happy, busy and confident in their relations with others, and with staff. Most collaborate well in their play, and staff act positively to deal with the needs of those who have emotional difficulties. Children relate well to the older children in the Early Years Foundation Stage of the adjacent school, with whom they share the outdoor area, and attend events in another school to which

some children will progress. As a result they are confident when they move on from pre-school, having made good progress in all aspects of their learning including skills contributing to future economic well-being.

Children's independence is supported well by an approach developed as part of a local authority initiative. They enjoy taking turns to choose starter resources. They are active and curious, exploring the good choice of activities that have been provided on the basis of their prior activities. They especially enjoy recording their own activities using a child-friendly camera. Staff encourage them to make marks identifying themselves or the subjects of their paintings. Learning Journey records show that older children are learning to write their names. Most respond well to questions raised by staff in each activity, and they cooperate well in the daily routine such as clearing away after a session. They enjoy taking an active part in number songs that show their knowledge of numbers up to five. Planning for older children provides extra challenge so that they are ready for the Early Years Foundation Stage. Staff take care to include all children in whole group activities. Children make good use of the wide area outside to play, to use tricycles and to climb on a climbing frame. Children explore materials such as clay and water with interest, making patterns and comparing quantities. They explore the properties of objects, and are fascinated by the force of magnets. Although children prefer to play outside when it is sunny, there is good access to a computer. They enjoy sharing a book with a member of staff.

Children have good knowledge of the importance of hygiene. Parents provide them with healthy snacks that they enjoy after washing their hands. Their conversation shows that they know about germs. They behave responsibly when riding or climbing, and use equipment sensibly. Some, running behind trees at the far end of the area, are not visible to staff at all times.

Children make a good contribution to the experiences of their friends. Most help each other willingly, sharing play equipment and collaborating well, for example over building with large blocks. They enjoy clearing away their toys and books, taking pride in putting them in the correct drawers. Staff deal effectively with a few younger children who have to be persuaded to share or to join in.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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