

Haughley Pre-school & The Pit Stop Out of School Club

Inspection report for early years provision

Unique Reference Number	251515
Inspection date	14 September 2007
Inspector	Deborah Kerry
Setting Address	Haughley Village Hall, The Folly, Haughley, Stowmarket, Suffolk, IP14 3NS
Telephone number	07880 738781 or 01449 770989 chair
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Registered person	Haughley Pre-School & The Pit Stop Out Of School C
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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?

Haughley Pre-School has been established since 1979 and The Pit Stop Out of School Club opened in 2003. Both provisions operate from two rooms in the village hall. It is situated in the village of Haughley, close to Stowmarket. The pre-school is open each weekday from 09:30 to 12:00 and offers a lunch club from 12:00 to 13:30, Monday to Wednesday during school term times. The out of school club is open three days a week from 15:10 to 17:45 on Tuesdays, Thursdays and Fridays during school term times. The holiday playscheme opens from 08:30 to 17:45 during some school holidays, subject to demand. All children have access to a secure enclosed outdoor play area.

A maximum of 24 children may attend the pre-school, 12 children may attend the out of school club and 24 children may attend the holiday playscheme at any one time. Children come from the local area. There are currently 22 children aged from 2 to under 5 years on roll at the pre-school. Of these, 11 are in receipt of funding for early education.

The pre-school employs four staff and one regular volunteer. All of the staff, including the lead practitioner hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted as staff employ good routines and use effective practices to ensure that all areas used by the children are clean and tidy. Regular routines for cleaning of toys, equipment and the premises ensure children's good health is maintained at all times. Children are developing their knowledge on personal hygiene as part of the daily routine, as they are encouraged to wash their hands before eating and after using the toilet. Children's health is further promoted as staff follow food hygiene regulations when preparing snack. There are effective procedures in place for nappy changing which minimise the risks of any cross-infection. Children's physical development is promoted well, they have daily access to a range of large play equipment both inside and outside. For example, they can run, jump, climb, slide and balance. There are cushions and soft seating in the book area should children need to rest or sit quietly.

Children are developing a good understanding of how to keep themselves healthy and what food they need to eat to promote this. Planned activities enable the children to think about healthy eating as they taste a variety of foods to support topics and festivals. Children's health and dietary needs are recorded and all staff are made aware of these so that their individual needs can be promoted effectively. Children are provided with a range of healthy foods at snack time. For example, they eat a variety of fresh and dried fruit, vegetables from the garden, breadsticks and yoghurt. Children are able to help themselves to drinks throughout the session, ensuring they have sufficient to their needs. Staff sit with children at snack time and eat in a family group which effectively promotes their language and social skills. Children's packed lunches are appropriately stored ensuring that children's health is maintained effectively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff complete daily checks on all resources and equipment as part of the setting up process which ensures children's safety is a priority. The large hall allows for physical play equipment to be set up inside and also allows for children to move around safely. Children have access to a wide range of good quality toys and resources that are suited to their stage of development and actively promote their progress. The facilities available allow children to use the toilet and wash their hands promoting their independence well and staff give support to younger children if needed. Resources are set out on low open shelving which allows children to self select which helps to promote their independence.

Children are kept safe and secure as staff monitor doors at arrival and departure times to ensure children cannot leave unsupervised. Once a session has started the front doors are locked and inner doors have chains on further promoting children's safety. Fire drills are practised periodically and recorded, which ensures staff and children know the emergency evacuation procedures and their safety is maintained. Children's understanding of keeping themselves safe as staff give gentle reminders for them to sit on their chairs correctly and to have their 'walking feet' on instead of running. The outside area is secure and is well used during each session. However, the drains could pose a hazard to children's safety.

Children's welfare is promoted effectively as there are clear policies and procedures in place in line with the local safeguarding children's board procedures. Staff have attended training on

safeguarding children and all have a good understanding of what steps to take should they have concerns for a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with a range of resources, and well-planned play activities. There is good use of both the inside and outside play area, this is used extensively throughout each session. Children are able to self-select resources from a wide variety that is available and are set out into the different areas of learning which promotes their independence effectively. Children are fully supported by the staff in their development as they plan activities which are suitable to the ages and abilities of the children that attend. Staff have attended training on the 'Birth to three Matters' framework and ensure that activities for children under three are included in the planning. Staff undertake regular observation on children using the framework and their progress is recorded on the different aspects and components.

Nursery education.

Teaching and learning is good.

All staff have an excellent knowledge on the foundation stage and each takes responsibility for planning activities for different areas within the setting. All staff hold appropriate early years qualifications and have a good understanding of how children learn. All staff have a good understanding of how children learn. Planning is clearly linked to the six areas of learning and the stepping stones and includes differentiation for children's varying abilities which ensures that all children are able to make good progress in their learning. The outside area is well utilised and activities for this area are included in the daily plans. There is excellent interaction between staff and children throughout the sessions. At the beginning of each session staff explain to the children what activities are available for them to do. Staff have meetings each week to plan activities, children's individual interests and the next step in their learning are incorporated into future plans. Staff use the observations on children's learning to update their records and ensure that their progress is recorded. Staff have built good relationships with children, they are free to ask questions and seek support if needed. Their environment is set out in the six areas of learning and children are free to initiate their own activities and ideas. The adult focused activity shows clear learning intention, resources and differentiation for children's abilities. However, this is not always fully evaluated to show if the intended learning was achieved.

Children take turns to be a helper at snack time as they hand out the cups and plates which promotes their confidence and develops their self-esteem. Children are developing good relationships, staff introduce new children into the setting and ask children to offer them support and to show them where everything is. Through discussions at circle time staff remind children about the group's rules so they know what is expected of them. Children are developing good self-care skills as they are able to pour their own drinks and manage their own personal hygiene needs. Staff use snack time for interaction and discussions to promote children's language and social skills. Children chat and interact freely with each other during their play which helps to promote their thinking skills. Children join in with familiar rhymes and songs and some are beginning to recognise letters in their names. Children choose to look at books freely and enjoy listening to stories read to them. Children are developing their writing and pencil control skills through a range of resources throughout the setting.

Children are provided with a range of activities to develop their counting skills, more able children are able to count up to 20 unaided. Through everyday problem-solving activities children learn to calculate how many cups and plates are needed at snack time for the number of children. Children use scales to weigh and balance objects to see if they are the same. Children are able to recognise and name different shapes within the setting. Children are developing their knowledge on positional language as they talk about who is sitting next to, and opposite them at snack time. Children explore and investigate their environment through planting seeds and tending the vegetable garden, they collect and taste the produce that they have grown. Children design and decorate a box to store their own special, personal items in when at pre-school. Children are provided with a range of equipment to develop their understanding and skills on information technology. Children are able to recall events and activities they have undertaken during the school holidays. Children are developing their knowledge of others' beliefs and cultures by celebrating a range of festivals throughout the year.

The spacious hall allows for a range of large equipment to be used inside, daily access to the outside area ensures that children's physical skills are promoted effectively as they run, jump, climb, crawl and balance. Children are developing an awareness of keeping themselves healthy, as staff talk about foods that are good for them and they become aware of how their bodies feel after exercising. Children are provided with a range of tools to promote their fine motor skills, as they paint, draw, cut and use knives when making sandwiches. Children have free access to a range of craft materials for collage, painting, printing and malleable resources like play dough. Children experiment with sound as they take turns with different musical instruments; they join in with singing familiar songs and rhymes. Children are provided with a range of resources to promote their imagination in the role play area, as they make cakes from play dough which they 'cook' in the oven.

Helping children make a positive contribution

The provision is good.

Staff interact effectively with children, they talk and listen to them and they are fully supported in their activities. The pre-school has inclusive practice, enabling children to learn about other cultures and beliefs. There are appropriate systems in place to identify and support children with any additional needs or where English is a second language. Staff are consistent in their management of children's behaviour, they use positive praise which helps children to behave well. Children respond well to a staff's expectations, the group's rules are discussed which helps to develop children's understanding of what is expected of them. For example, when it is time for a change of activities staff ring a bell giving children a warning that they need to complete activities, a timer is set, when the sand has run out all the children help with tidying up. When children start at the pre-school, parents are given information on the 'Birth to three matters' framework, this helps to promote parents knowledge on how younger children are learning and make progress in their development. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents is good

The notice board in the entrance has information for parents, on the daily routine, the stepping stones and early learning goals and the planned activities for each week. Staff work with parents to settle children when they first start to ensure that they feel secure. A 'parent's page' is sent home which includes activities for them to do at home to extend their child's learning; this ensures that parents are fully involved with their child's education. This term the manager has introduced 'all about me' booklets to enable them to gather a clear picture of children's abilities

so that they can plan for their needs. The parent's prospectus has clear information about the pre-school's practices and policies. Parents are invited to join the committee and to support the pre-school with activities for fund raising, ensuring that they are fully involved. Newsletters include weekly topics, the letter of the week and any outings that the children will be involved in. The pre-school hold parents evenings twice a year, where parents can come in and talk to their child's key worker about their progress and add to their children's step-by-step files. They were given a questionnaire to complete, so that their views and thoughts on the pre-school are valued and can be included. Open days are for all new and existing parents to come and look at the resources and activities children are involved in at each session.

Organisation

The organisation is good.

Staff work exceptionally well together and children benefit from being cared for by an experienced and qualified staff team. The pre-school is managed well and this ensures the smooth running of the provision, so that children are safe and well-cared for. There are good induction procedures in place that ensure staff, students and any volunteers know their roles and responsibilities. The needs of all the different age groups of children attending are well provided for. All policies and procedures are in place and are clearly implemented by the staff. Documentation is well organised and kept up-to-date and confidential.

Leadership and management is good.

The newly appointed manager has put in place an action plan to improve and develop practices, policies and procedures to ensure that children benefit fully from the changes that have been developed and implemented. Staff work extremely well together as a team and hold weekly staff meetings to evaluate practice, planning and children's individual needs. There is effective staff deployment throughout the setting as staff work alongside children to ensure they get the best from the activities provided. There is a committee that supports staff in all areas of development and any training needs that have been identified. Overall the needs of children are met.

Improvements since the last inspection

At the last inspection the pre-school were asked to include details of the regulator in the complaints policy. This has now been amended and includes all contact details should parents have any concerns.

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 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):

- minimise hazards to children in the outside play area, this refers to the drains

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 adult focussed activity to ensure that it is evaluated to show of the intended learning was achieved.

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