

Inspection report for early years provision

Unique Reference Number EY285935

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Inspector Cordalee Harrison

Setting Address Lacey Green Sports and Social Club, Main Road, Lacey Green, Princes Risborough, Buckinghamshire, HP27 0PL

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Registered person Windmill Under 5's

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 judgments 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 judgments 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 satisfactory. 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?

Windmill Under 5s' Pre-school opened in 2004, at the sports pavilion in the rural village of Lacey Green on the outskirts of Princes Risborough, Buckinghamshire, however, it has been operating for 40 years. A committee of parent volunteers manages the preschool. The pre-school has use of the main hall, kitchen and small inner lobby at the sports pavilion. There is an enclosed outdoor patio and bark play area. Children have use of the playing field and local play park as additional play space.

There are currently 34 children on roll. Of these, 26 children receive funding for nursery education. The pre-school opens each weekday from 09.15 to 11.45 during school terms. A lunch club operates from 11.45 to 13.10, each day. Children attend from the local community and surrounding areas. The pre-school supports children with learning difficulties and/or disabilities.

The pre-school employs four members of staff, three of whom hold appropriate early years qualifications, two are qualified to level 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory. Children participate in a wide range of physical activities indoors and outside each day; this enables them to make good progress in their physical development. They are, lively, agile and confident in their movements. For example, they set their own challenges as they climb to the top of the climbing frame and experiment to find different ways to come down the slide. They make good use of the other equipment in the playground. Activities such as throwing, catching, completing puzzles are also used to develop coordination and fine movements. Children are learning about the effect of exercise on their bodies. For example, they explain that they are tired and thirsty after their adventures in the playground.

All of the areas that children use are maintained to an appropriate standard of hygiene. To further develop children's understanding of good hygiene practices they use appropriate resources in the washing and toilet area. Children are learning to wash and dry their hands independently after using the toilet and before eating. These regular routines and

practices help reduce the risks of cross infection for children and also help them to understand the importance of good hygiene practices. Children eat a suitable range of snacks, which include fresh fruits, biscuits, and drink of water and milk. They increase their independence, and self-care skills as they pour their milk and water, they also know the reasons for wearing hats and using sun cream when they are playing outside. In addition to drinking water at snack time, children have drinking water readily accessible to them throughout the session and they use it independently.

The setting gives information to parents, which encourages them to provide children with a suitable range of foods for their lunchtime meal. Staff are familiar with the system that is in place for the management of children's allergies. However, because not all children's lunch boxes are labeled with their names there is some reliance on staff and children to recognise which children some of the packed lunches belong to. This presents a risk of children eating food that is not intended for them. To safeguard children's health, sufficient staff who hold relevant and valid first aid qualifications are on site at each session. Appropriately stocked first aid boxes are readily accessible for staff to use to deal with children's minor first aid needs. Accident records contain all of the required information and staff are clear about the procedure to follow before any medication is administered to children. To further safeguard children's health, staff are trained to administer medicine to manage serious allergic reaction for specific children's health conditions and parents' written consent is gained for the setting to seek emergency medical treatment or advice.

Protecting children from harm or neglect and helping them stay safe

The provision is good. The preschool is welcoming, clean, bright and attractive to children. The premises are secure; this ensures that children are not able to leave unattended, and only persons permitted by staff are able to enter. There is ample space for children to use, they move around freely and carryout a range of activities. There is a wide selection of good quality, safe play resources for children to use. The resources are appealing to children, appropriate to their age and stage of development and are constructed of man-made and natural materials. Children use the resources freely and this promotes independent learning. In addition, there are sufficient resources, such as child sized tables and chairs, which allow children to sit together for large group activities such as, at snack time.

The effective use of regular risk assessments, daily checks and close supervision of the children reduces the risks of harm to children; they play and learn in safe surroundings. For example, staff check the community playground before children are allowed to use it, electrical sockets are fitted with safety plugs, hazardous substances are not accessible to children and the setting is free of slipping and tripping hazards. Children are learning safe boundaries and taking some responsibility for personal safety. For example, children know

that behaviour such as fighting and pushing is not safe. They remind each other to walk indoors; they further develop their understanding of safety because they are able to listen well. For example, they know that if they do not listen and respond appropriately to staff when they visit the playground they will have to return to the preschool. In addition, regular practice of the fire drill helps them to learn what to expect in an emergency and teaches them how to evacuate the premises quickly and safely.

Through discussion, staff demonstrate good understanding of their role in children protection. They know the four main types of abuse and some of the possible signs and symptoms that may indicate that a child is at risk of abuse or neglect. Staff are clear about the lines of communication for dealing with concerns about children's welfare in the setting, with parents and the local and registering authority. They are familiar with the setting's safeguarding children policy, which is developed in line with guidance from the Local Safeguarding Children's Board. The policy includes contact details for both the local and regulatory authorities. In addition, guidance issued by the Government is readily accessible to staff and parents. The setting is able to act without delay to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory. Children are happy and settled in the friendly preschool environment. They participate in activities that promote their existing skills and encourage new ones. Although not all children find it easy to participate fully in play with peers, there is a variety of play opportunities, which encourages them to find individual play opportunities. To help children to manage their emotions staff provide appropriate levels of support. For example, staff comfort a child who is unsettled because a teddy bear is not in the setting, every effort is made for the teddy to be brought to the child; staff understand that the item is important to the child.

The quality of teaching and learning is satisfactory. Currently children are experiencing learning across all areas of the curriculum, because staff plan activities that are based on curriculum guidance to the Foundation Stage. They link activities and learning intentions to the stepping stones. Staff carry out regular observations of the children and they are beginning to use some information from their observations to inform activity plans. However, the process is new, it has not been in place long enough to achieve consistent support and challenges for individual children. For example, the next step for each child's learning is not routinely identified to ensure that staff are properly prepared to give each child appropriate levels of support to ensure that all children are able take full advantage of the play and learning opportunities and create a sufficiently differentiated curriculum for more or less able children.

Most children are confident communicators, they speak clearly to give information and

talk about events away from the setting. Many children use writing implements confidently, for example, they are beginning to write for different purposes. They write their names and copy letters to write endearments in the cards they make for friends and family. Phonic sounds and making patterns in the air with their fingers are used by children to consolidate what they know and progress their communication and writing skills. Some children use numbers confidently, for example, they use numbers to decide who is to take the next turn in the game and to mark time as they count for hide and seek. Children are beginning to use their knowledge of numbers for sequencing and to gain order in their activities. Children learn to value individual's space and to cooperate with their peers in play. For example, some children allow their peers to progress their activities without disturbance and others work together to get things done, such as building an extended train track. Some children use the resources effectively; they are beginning to set their own challenges, for example, two children work together to complete a floor puzzle, another child steadies himself and balances on the balancing wall, he repeats the activity several times until he achieves his goal.

Children are developing good understanding of the natural world. They gain first hand experiences as they study topics that brings them into contact with other living things. For example, they explore the local area and learn to recognise plants, animals and insects that are in the locality. They learn about time and changes as they work jointly with staff to manage the wormy, and watch the development of tadpoles into frogs. Children use resources that introduce them to modern technology; trains sets, a cassette disc player and wind-up toys are resources that children use in their daily activities. Children are particularly fond of the wind-up insects; they have a great deal of fun winding them up and watching them move. Children explore their creativity in many and varied ways; they play with sand and water, shaving foam and paint. They dress-up and carryout their activities whilst wearing their dressing up clothes. For example, a child dresses up as a superhero, explains that he is helping his peers and doing good things.

Helping children make a positive contribution

The provision is satisfactory. Staff carry out regular observations of children, they record children's achievement, however, they do not consistently identify how they will support children to make the next step in their learning and development to assure consistency in their progress. The setting gains sufficient information to ensure that staff are able to meet children's care, health and welfare needs. Children are developing good awareness of cultural diversity and disabilities. Play figures which positively reflect others in the wider community are included in their play resources. Children use these resources daily and begin to learn that society is made of people from different backgrounds, abilities and disabilities; they are learning to value themselves and others. Spiritual, moral, cultural and social development is fostered. Staff praise children and let them know when they have done well. They also let them know when their behaviour is not acceptable. All

children are learning the boundaries that are in place for behaviour and they are learning to take responsibility for their actions. For example, some children recognise when their behaviour is not in keeping with the expectation to behave well; they are quick to apologise for the hurt they cause to their peers.

The setting provides for children with learning difficulties and/or disabilities. Although staff are sufficiently experienced to identify if children's are not progressing well, there is no trained special needs coordinator on the staff team. To ensure that the needs of children with learning difficulties and/or disabilities are identified and appropriate resources and support are in place, the setting has sought guidance and developed links with the local authority special needs coordinator. In addition, a clearly written special needs policy is in place, it provides clear guidance for staff and parents about the setting's intention to meet the needs of all children and ensure that appropriate resources and support are in place for children with additional needs.

Partnership with parents is good. To ensure that parents are involved in their children's care and education, the setting shares good quality information with them. The effective use of meetings, written materials, such as news letters, committee minutes, policies, notices and questionnaires, keep parents fully informed about the setting's activities. Parents get notice of preschool activities. This helps them to prepare children for preschool and encourages them to extend their children's learning when they are away from the setting. For example, children take home the preschool's travelling bear and parents help them to share the bear's adventures with their peers in preschool. There are systematic procedures for parents to contribute to their children's development records and to discuss their children's progress with staff. Parents state that since the last inspection, there has been enormous improvement to the setting's operations; they have confidence in the setting's ability to meet their children's care and learning needs.

Organisation

The organisation is satisfactory. The setting is safe, secure and welcoming to children, and sufficient staff who are qualified in childcare work directly with them. This ensures that they are properly supervised at all times, and that overall their activities and learning experiences are planned well and delivered in a manner which enables them to make progress that is satisfactory or better in all areas of their learning and development. To safeguard children's welfare, all staff are properly vetted, and they ensure that only people who are vetted are alone with children. The setting's operational plan is sound; it contains all of the policies and procedures that are required to operate the preschool and meet the National Standards for day care. For example, a suitable qualified manager supervises all sessions in the preschool, the recruitment policy and procedure are sound; they include all of the required elements and make the roles and responsibilities of staff and committee members clear. Documentation such as, records of attendance for

children, staff and visitors and accidents, are accurate and up to date. Policies are well written and most include the necessary information, however, the complaints procedure does not inform parents of the timescale within which complaints will be investigated.

Leadership and management are satisfactory. A manager who is suitably qualified and experienced in the planning and delivery of the Foundation Stage curriculum works closely with the committee and staff to ensure that children are supported to develop their learning across all areas of the curriculum. Currently, there are systems in place to raise the standard of the nursery education, and the strategies identified for consistent monitoring and reporting will further help the setting to gain ongoing improvements. For example, the setting is working very closely with the local authority to improve outcomes for children in all areas of the preschool, such as, ensuring that an appropriately trained special needs coordinator is in place, to further develop children's achievement records and to identify training opportunities for all staff. The systems to evaluate the nursery education and the setting's overall performance are relatively new, however, the setting has a clear vision and timescales within which they are working, and this will enable them to monitor actions taken to gain improvements for all children. 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, actions were raised for the provider to extend the child protection policy, and ensure the procedures to follow if an allegation of abuse is made against a member is known to staff. To improve knowledge of the requirements set out in regulations and to develop a procedure to notify Ofsted of relevant matters. Actions were also raised for the provider to develop the operational plan to ensure policies and procedures relating to all aspects of the setting are well known, and to ensure that relevant records relating to day care are shared with parents.

Since the last Children Act inspection, the provider has addressed all of the actions raised by Ofsted. Currently, the setting achieves outcomes of satisfactory or good across all areas of the setting. For example, the setting's safeguarding children policy includes all of the required elements, to properly safeguard children's welfare. In addition, staff are familiar with the policy, and they are confident of their roles and responsibilities in the protection of children. The development of a formal operational plan, clearly demonstrates that the setting has sound knowledge and understanding of the requirements set out in regulations. The action plan is comprehensive; it covers all areas of the setting's business and daily operation. It is a working document, which is put into practice to provide guidance for staff, parents and the registering authority and to gain improvements in all outcomes for children.

At the last nursery education inspection, actions were raised for the provider to improve

staff's knowledge and understanding of the Foundation Stage curriculum, and to plan a stimulating curriculum that covers all areas of development with clear learning outcomes for the children. Actions were raised for the provider to improve the systems for monitoring the quality of the nursery education, and to evaluating its impact, especially in relation to the progress of more able and less able children. The provider was also asked to develop methods to inform parents of the Foundation Stage, stepping stones and their children's on-going progress.

Since the last education inspection, the setting has greatly improved the planning and delivery of activities for children in the preschool. Currently, children experience interesting and fun activities across all areas and aspects of learning. This demonstrates that staff's knowledge of the Foundation Stage curriculum is significantly improved. For example, learning outcomes are clearly identified and are linked consistently to the stepping stones to help children to progress their learning overall. The provider acknowledges that improving the nursery education is a work in progress. For example, staff are being supported to develop their knowledge of observation and assessment to enable them to develop an individual approach to promoting children's learning based on identifying the next step in each child's learning to ensure the needs of more and less able children are properly identified and progress accordingly. Systematic procedures are in place to inform parents of their children's progress and for them to relate their children's learning to the Foundation Stage and the stepping stones. Parents praise the setting for the good quality and useful information that it shares with them, this has enabled them to work effectively with teachers to achieve a smooth transition from preschool to school for their children.

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 complaint 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):

- make sure that all children's packed lunches are labelled with their names
- ensure that a properly trained special educational needs coordinator is in place, and continue to develop children's assessment records to ensure that the next step for their learning and development is clearly identified (also applies to nursery education)
- ensure that the complaints procedure includes all of the relevant information.
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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 monitoring and evaluating the quality of the nursery education provision and its impact, especially in relation to the progress of more able and less able children (also applies to care.)

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