



## **Cottingley Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY318768
<b>Inspection date</b>	03 April 2006
<b>Inspector</b>	Ingrid Szczerban

<b>Setting Address</b>	Cottingley Town Hall, Main Street, Cottingley, Bingley, West Yorkshire, BD16 1SX
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<b>Registered person</b>	Cottingley Pre School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Cottingley Pre School was registered to provide day care in 1967. It is situated within Cottingley Town Hall in the village of Cottingley, near Bingley in West Yorkshire. The setting serves families from the local community. They operate from two rooms within the town hall, no outdoor play area is available. A maximum of 26 children may attend the setting at any one time. The group is open on Monday to Friday from 09.15 to 15.00, term time only. The setting receives funding to provide nursery

education for 3 and 4 year olds.

Six staff work with the children. Four of the staff, including the manager, hold appropriate early years qualifications. The pre-school receives the support from the local authority and from the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a clean and adequately maintained environment where effective procedures and practices ensure that children's physical, nutritional and health needs are effectively addressed. The staff provide sufficient support and guidance to ensure that children learn about health and hygiene. For example, encouraging them to wipe their own noses, brush their teeth after lunch, and wash their hands after toileting and before eating. Children are well protected from cross infection through the use of good hygiene practices, a sickness policy, use of individual paper towels, and the regular washing of toys and equipment. All accidents are recorded and are signed by parents, but some entries do not contain sufficient detail.

Nutritious snacks are offered to the children promoting their health and development, such as milk and fresh fruit. No meals are offered but parents are requested to bring healthy packed lunches for their child. Individual dietary needs are fully considered to promote children's well being.

Children enjoy a wide range of physical activities which contribute to their good health. They have regular access to physical activities indoors. No outdoor play area is available. The large hall is used for climbing, balancing, jumping, running and ring games, hence children develop awareness of what their bodies can do and the effects of exercise. Children rest according to their individual needs so that they remain healthy.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children move around safely in the setting, where risks are identified and minimised by staff through good practices. Access to the provision is monitored well through locks and vision panels on doors protecting children from unknown visitors. The good procedures in place prevent children from leaving the setting with unknown adults. High priority is given to health and safety requirements to keep children safe. Children are also learning well about their own personal safety, when they are reminded not to climb up the slide when other children are sliding down, in case they hurt themselves or others.

Children use a broad range of good quality, developmentally appropriate resources

which foster all areas of their development. Resources are age related and well-organised into specific areas of learning. Though toys are rotated daily to provide variety and sustain interest, the sharing of space with other groups results in a lot of resources being stored out of children's reach, which limits choice, spontaneity and independence.

Children are protected and their well being is enhanced because staff have a good understanding of child protection issues, having attended training in first aid and child protection.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children confidently enjoy free access to a range of set-out play provision and resources, where they are supported through a balance of adult-led and self-initiated activities. Children respond well to regular routines such as circle time and snack time. Regardless of age, all children attending benefit from the themed and planned activities that are organised to promote learning and development. Staff have a good knowledge of the individual care needs of children and provide them with good levels of support and reassurance, especially children new to the setting.

Children under 3 years old make sound progress. This is achieved through an effective key person system being used; helping children to form secure attachments, thereby fostering their well-being. The use of the Birth to three Matters framework is being developed by staff to further enhance the learning for this age group. On arrival children settle into an activity of their choice with positive input from staff. For instance, they explore with interest the properties of natural materials such as sand and clay, use their imagination preparing meals in the play kitchen and begin to acquire new physical skills, such as using scissors. The interaction between staff and all children is good, ensuring that warm trusting relationships are developed and that children are happy and settled.

### **Nursery Education.**

The quality of teaching and learning are satisfactory. Staff work well together as a team. They have a positive and cheerful approach and interact easily with the children. Key staff have a firm knowledge of the Curriculum guidance for the foundation stage and of how children learn effectively. Plans of activities reflect all six areas of children's learning. However, planning for individual children does not always clearly identify how the next stage in their development is to be achieved. Resulting in some children not being effectively challenged, to a lesser or greater extent, in some areas of their development. However, children's assessment records are consistently completed and used to inform general future planning. Many resources are stored out of children's reach, which inhibits choice and spontaneity. Children can initiate their own learning and follow their interests from activities set out because free play is encouraged. Methods used to engage children in the activities are satisfactory. Staff are patient, they listen to the children and create warm caring relationships, which gives children a sense of belonging and boosts self esteem.

Overall the children are making sound progress in most areas of learning. They are happy to attend the setting and enter the playroom confidently. They operate relatively independently within the nursery, seeing to their own personal hygiene and helping staff to tidy activities away. However, they have little opportunity to help staff do little tasks such as set the table and serve snacks to one another, which impacts on their self esteem and confidence. Older children are beginning to develop an awareness of the behavioural expectations of the setting and show concern for younger ones; holding hands as they go to the toilet. Children are becoming confident speakers, older children use complex sentences. They talk activities through, reflecting on what they are doing and what will happen next and enjoy stories, singing and rhyme.

Children are beginning to use mathematical language in their play, when building they count how many bricks they have; at registration time they count as a group the numbers of children present. They count well, more able children can recognise some numbers. However, the children are not using simple calculation skills in everyday activities, such as comparing how many children are present, therefore, how many places at the table need to set for lunch.

Children enjoy looking at the world around them; developing a growing awareness of weather on local walks in the snow and the cycles of nature as they watch plants and flowers growing. They create using construction sets, collage and recycled materials. They learn about information and communication technology, such as how to use a keyboard and telephones.

Children enjoy exploring a range of creative materials, such as paint, malleable materials, collage and sand. They enjoy singing and perform the actions to accompany songs but they do not have free access to musical toys to express creativity spontaneously. Children engage in self-initiated imaginative role play. They use props to support their ideas when the home corner is set out for them. Children move freely with pleasure and confidence indoors. They hone their large physical skills by using hoops, skittles, climbing frame, and slide. They are developing good hand and eye co-ordination skills when they attempt to hit the ball with the bat and bounce a large ball several times. Fine physical skills are being developed; children use pens, glue sticks and scissors with increasing control.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's individual needs are effectively met through a variety of means including information received from parents at the gradual induction of the child. There are good procedures in place to support children with special needs to enhance their development. Resources are provided that positively represent diversity in society, which helps children develop a positive attitude towards others. The staff have a good awareness of behaviour management techniques to enhance children's well being but are not always consistent in challenging over-boisterous behaviour. Children are well behaved on the whole, owing to staff's involvement in their activities. They are developing a good sense of right and wrong and can show genuine consideration for

others. Lots of praise and encouragement is offered to children; boosting confidence and self esteem. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the very good partnership developed between staff and parents. Children are cared for according to parents' wishes which promotes continuity of care and their well being. There are effective systems in place to ensure information is shared on a regular basis about the child's progress and daily activities, for example through daily chats, newsletters and access to development records. Policies and procedures are available to parents about the setting and a notice board in the hallway is used to up date parents on any changes and forthcoming events. Parents attend concerts performed by the children at the end of each term which enhances children's self-esteem. Parents of children who receive funded nursery education receive good information about the Foundation Stage and on how to extend children's learning at home, thereby enhancing the parents' ability to contribute to the provision.

## **Organisation**

The organisation is satisfactory.

Space and deployment of staff are used effectively to meet the needs of the children and enhance their well being. There are sufficiently rigorous procedures in place to vet staff to ensure that they are suitable to care for children. Adult child ratios are consistently maintained and staff are suitably qualified in early years.

Leadership and management within the setting is satisfactory. Staff are supported well through a good appraisal system and training programme. The manager is in the process of reviewing and evaluating policies and procedures. However, the complaints procedure does not currently reflect new requirements for self-investigation and the child protection procedure is not shared with parents before admission. The provider has a good awareness of the settings strengths and areas that need developing. Satisfactory systems are in place for the monitoring of the nursery; however, these are not currently rigorous enough to identify areas that need improving in the nursery education offered. Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

This is the first inspection.

## **Complaints since the last inspection**

There have been no complaints to report. 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 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):

- ensure all accident records contain sufficient detail
- review and develop the complaints procedure in line with current legislation
- devise a method for sharing child protection duties with parents before admission

#### 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):

- provide opportunities for children to be spontaneously creative in a variety of ways
- develop consistency between staff for managing behaviour
- provide more opportunities for children to use simple mathematical calculations in everyday activities, and promote their self esteem and confidence through the use of monitors to help with simple tasks for one another
- link observations to assessments and planning for individual children, clearly identifying how the next stage in development is to be achieved.

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