



Endmoor Pre-School

Inspection report for early years provision

Unique Reference Number EY313627

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Inspector Elizabeth Miles Wallis

Setting Address St. Patricks C of E School, Gatebeck Road, Endmoor, Kendal, Cumbria, LA8 0HH

Telephone number 015395 67388

E-mail

Registered person Endmoor Pre-School Management Committee

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 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 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?

Endmoor Pre-school was registered in 2005 and operates from two rooms within St. Patrick's Primary school in the village of Endmoor, near Kendal in Cumbria. The registration permits the care of 24 children aged from 3 to 5 years at any one time. The pre-school is open from 12.45 until 15.15, from Monday to Friday during term-time only. Children share access to a secure enclosed outdoor play-area.

The pre-school serves the local village community and surrounding rural area. There

are currently 12 children on-roll, 8 of whom receive funding for nursery education. The pre-school employs 2 staff; both of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children receive care and education in an environment that is light and spacious. The standard of cleanliness is good. Staff implement thorough hygiene procedures, such as wiping tables before snack-time, regularly cleaning of the toys and ensuring that children wash their hands after going to the toilet. Staff rigorously apply the sickness policy to ensure that children are protected from infection. Children's welfare is further promoted because staff obtain clear and detailed health information from parents. They also maintain documents, such as the accident book to a good standard.

Children demonstrate good awareness of routines that promote their health. They develop early competence in personal care skills. They demonstrate good independence in tasks, such as washing their hands, obtaining tissues to wipe their nose and putting on coats to play out of doors in cold weather. Children also participate in action songs which reinforce their awareness of the importance of hygiene routines, such as cleaning their teeth.

Children enjoy a good range of play opportunities that contribute to their physical development. They learn that exercise is good for them and play enthusiastically outdoors. They access a wide range of play equipment in the outdoor play-area, such as tricycles and scooters, that help to develop coordination. Additional indoor physical play takes place in the school hall where children develop skills using items, such as balls and hoops.

Children enjoy the nutritious snacks, such as fruit and cheese, provided during each session. They discuss with staff the types of foods that promote good health. They begin to demonstrate an awareness of the effect of healthy eating on their bodies. Staff enthusiastically encourage children to try different foods, such as the variety of fruits that are made available. They also introduce foods from different cultures as part of themed activities.

Children's individual needs for rest are well supported and a quiet area with soft cushions is routinely accessible to children who are tired.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a safe environment. Staff implement the Health and Safety policy appropriately. They consistently monitor the presence of visitors, for example, through a signing in and out book. They organise indoor and outdoor space well to

provide opportunities for children to participate in a range of planned activities. Through careful selection of resources staff have achieved a balance between freedom and setting safe limits. This means that children can choose from a range of activities appropriate to their needs whilst moving around safely, freely and independently.

Children enjoy access to a variety of indoor and outdoor play equipment that is of sound quality. Staff ensure that all equipment is safely stored and well maintained.

Children begin to take responsibility for their own safety. For example, they know that the playground gate must be kept shut and remind staff to check the gate before going out to play. They also enjoy playing a 'Stop' and 'Go' game using red and green signs which reinforces their awareness of road safety.

Staff have undertaken appropriate Child Protection training and obtained sufficient knowledge to ensure that vulnerable children are identified and their needs are met.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have a good relationship with the adults caring for them. They approach staff confidently. Staff respond warmly, offering praise and encouragement, thus ensuring that children feel content and secure.

Children enjoy their time in pre-school. They settle quickly on arrival in the welcoming environment. They are cared for in key groups of mixed age-range. They socialise through a range of opportunities provided by staff, for example, in the home corner, and at circle time and snack time. Children are able to select from a range of attractive and accessible resources because staff have planned the environment well. This helps children to enjoy and achieve. Children are engrossed in most activities and use their imagination effectively as they play together; for example, when dressing-up or preparing 'pretend' food in the home corner.

Nursery Education.

The quality of nursery education is satisfactory. Children access a generally good range of well chosen resources to support their development across the areas of learning. Most children are eager to learn, self-assured in their play and some are confident to try new experiences. They independently extend their learning through child-initiated play; for example, assembling groups of toy animals. They work well together and freely approach each other to ask questions and initiate a new activity. Children develop independence in their self-care, such as going to the toilet and putting on plastic aprons before painting.

Children develop strong links with the wider school in which the group operates. This eases their transition into full-time education. They also begin to enjoy a sense of belonging to the wider community. They develop an understanding of the wider world through visits made by local community figures, such as a Police dog handler. They also show interest in the natural world around them. They enjoy observing the bulbs

that they planted in the autumn as they begin to grow and flower.

Children use language for communication during group discussion at circle-time and develop confidence in speaking, for example, describing their activities during recent snowy weather. They generally use marks readily to represent their ideas and some children are writing their own names. Some children recognise sounds and letters and enjoy accessing books independently. Children use numbers in their discussions and participate in counting songs. They also develop a sense of time, such as working out the date and reciting the days of the week at circle time. They have good awareness of shapes. Older children however, do not participate in appropriately challenging activities, such as problem solving, calculating and extending their vocabulary.

Children develop their creativity through music and art activities, although there are limitations in the range of child initiated creative opportunities.

Staff have a sound knowledge of child development. They attend regular early years training and are actively developing and evaluating the newly implemented nursery education provision within the pre-school. They plan activities and resources across all areas of learning. Where staff plan periods of free play, children are able to choose from a pre-selected range of resources. This promotes independence and allows children to learn at their own pace. Staff use generally effective systems to observe, monitor and record children's achievements, for example, by recording children's achievements as they occur. However, they have not yet developed an effective system for routinely assessing children's learning. They do not yet identify or plan for desired learning outcomes on an individual basis. This means that older children are not challenged and that activities are difficult to evaluate in terms of children's learning.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality. Children's behaviour is good. Staff support children in sharing and taking turns. They implement age-appropriate and sensitive behaviour management strategies. Children develop an understanding of right and wrong as staff offer gentle reminders to care for each other and read stories that reinforce children's sensitivity to other people. Children are helpful towards each other and take pride in helping to tidy up after activities.

Children have an ample range of opportunities to learn about themselves, each other and the world around them through planned activities. Staff provide children with activities that promote a positive view of the wider world. They introduce cultural events, such as Chinese New Year and North American Thanksgiving. They enjoy making cards to give to their mother on Mothers' Day and rehearse and perform a special Mothers' Day song with pride. This positive approach fosters children's spiritual, moral, social and cultural development. Staff have a good understanding of special needs and equal opportunities, and work constructively to enable all children to make a positive contribution.

Partnership with parents is satisfactory. Parents find staff approachable. They are confident in the ability of staff to meet the individual needs of their child. Staff communicate effectively with parents on a day-to-day basis through a home-link book. They also ensure that routine information is visibly displayed on the parents' notice-board. They do not however, provide them with sufficient introductory written information about the setting or the early years curriculum.

Organisation

The organisation is satisfactory.

Children are cared for in a well organised environment. Indoor play equipment and wall decorations are stimulating and laid out to maximise children's learning and enjoyment. Play resources are well stored and clearly labelled ensuring accessibility. Effective filing systems, such as individual children's folders are appropriately maintained.

The leadership and management of the nursery education is satisfactory and staff have a constructive partnership with the management committee. Children benefit from the involvement of school staff on the committee. Teaching staff are available to offer support. Efforts are made to ensure that pre-school activities compliment the curriculum that children will follow when they move into the school's reception class.

Most policies and procedures are clear and well written and staff are active in reviewing and updating them. Staff generally implement these effectively to promote the welfare, care and learning of children. However, the system for recruitment and vetting of new staff is not sufficiently clear or robust.

All legally required documentation that contributes to children's health, safety and well-being are in place.

Overall, the provision meets the needs of children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made to parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- provide parents with written information about the service provided including details of the early years curriculum
- ensure that a clear and robust system is in place for the recruitment and vetting of new staff

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):

- ensure that an effective assessment system, used as a basis for planning children's individual development, is implemented with respect to children in receipt of funded nursery education
- ensure that older children receive sufficient challenge in relation to communication language and literacy and mathematical development to develop and extend their vocabulary and their problem solving skills
- provide additional opportunities for child initiated creative activities.

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