



Ernesford Grange Pre-School

Inspection report for early years provision

Unique Reference Number	507671
Inspection date	26 May 2006
Inspector	Tracey Marie Boland
Setting Address	Foxtan Road, Binley, Coventry, West Midlands, CV3 2HN
Telephone number	02476454843
E-mail	
Registered person	Steven Martin Parker
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?

Ernesford Grange Pre-School Group was established around 1977. Registration is for 26 children aged from two years six months to under five years. The group operates in a room within Ernesford Grange Primary School. Opening hours are Monday to Friday from 9:00 a.m. until 11:30 a.m. term time only. Children are able to stay for an extended period over lunch until 12.55 to accommodate parents needs. There is an enclosed outdoor play area directly outside the main play room and the

group also use the school hall and grounds.

Placements are offered to children across the City.

A team of six staff care for the children. Two leaders and three other staff have early years qualifications.

There are currently 37 children on roll. The group receives funding for three year old children and supports children with special needs. There are currently four children for whom English is an additional language. Coventry Early Years Development and Childcare Partnership provides teacher support once per term and the group has strong links with the school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a bright, welcoming environment. Staff ensure that they enter an interesting room with a wide variety of play experiences available to them. Children learn about suitable hygiene routines and are encouraged to wash their hands after using the bathroom and after messy play. However, they do not wash their hands before snack time which compromises their health. Appropriate changing routines and facilities are in place should they be required.

All staff hold valid first aid certificates and a fully stocked first aid box is easily accessible. Parents are made aware of the groups policy with regard to exclusion at times of illness, accidents or when their child may need medication. The appropriate documentation is completed and shared with parents. However, accident and medicine records are held on one sheet of paper so accessible by all parents. This is not in line with the groups confidentiality policy.

Children enjoy a wide variety of physical activities that support their development and learning both indoors and outdoors. Large climbing equipment suitable for all ages is provided and the children are also involved in 'wellie walks' within the school grounds. Weekly music and movement sessions take place in the school hall and the children are learning about rhythm and how to move their bodies in time to music, using a variety of musical instruments.

Children's individual dietary needs and preferences are known by staff and children have fresh fruit daily at snack time. Drinks are available throughout the session to avoid dehydration. Some children bring packed lunches if staying for lunch. These are stored appropriately and staff request that ice packs are included to ensure foods are kept at a suitable temperature until needed. Lunchtime is a happy, relaxed social occasion and very positive interaction was observed between the staff and children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe, secure environment. Potential risks have been minimised and staff are vigilant at all times. Clear written risk assessments are in place and up to date. Children learn how to keep themselves safe both indoors and outdoors. Clear rules are in place within the setting and staff reinforce these accordingly. Children are made aware of road safety when out. The room and grounds are maintained by the school and security is good.

A clear written evacuation procedure is in place in case of fire and practised with the children. Records are held. Fire extinguishers are in place and maintained annually.

All staff within the setting have a working knowledge of child abuse and neglect. A clear written policy is in place and shared with parents. Staff are aware of their roles and responsibility and the local procedures to follow. All relevant telephone numbers are in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter a welcoming environment where a variety of interesting activities are provided which are suitable for their developmental needs. Positive relationships have been formed and interaction is good. Children are confident and staff are aware of the quieter members within the group.

All children are involved and staff support and encourage them in all they do. Children are encouraged to recall events, for example, when the dental hygienist visited them and at circle time when they recall the weather at the weekend. Structured and free activities are provided for the children each session and staff seize opportunities for spontaneous activities, for example, taking the children outdoors when it snows to look at how it melts and build snow people.

Nursery Education.

Teaching and learning is satisfactory. Staff have an understanding of the Foundation Stage although are accessing further training in this area. They are introducing the 'Birth to three matters' framework to parents from September and all staff will be involved in its implementation. Strong relationships have been formed with the children and staff question and encourage their thought processes appropriately. They continually give reassurance and encouragement. Ongoing observations and assessments take place which are transferred into the children's individual profiles.

Staff are developing links with their partnership teacher who offers advice with planning. However, planning is at times limited, for example, the current theme of healthy living does not include how exercise impacts on their bodies and the physical changes it can make, such as a faster heart beat, becoming hot and changes to breathing. Staff take time to evaluate the activities but this is quite general and does not always identify individual development needs.

Children are confident, involved, interested and eager to take part in planned activities. They are well behaved and have formed clear relationships with staff and their peers. They learn to take turns and share and understand what is required with regard to behaviour. Children are developing some independence in everyday routines, although this is limited due to the positioning of the bathroom in relation to their room. They freely choose activities and resources and are learning about other peoples cultures and beliefs through celebrations and discussion.

Strong interaction takes place and children enjoy stories, joining in with their favourites during circle time. They link sounds to letters when completing the daily calendar. Children recall events such as a visit from the dental hygienist and re-enact this through play. They make marks and develop pre-writing skills through planned activities to strengthen their development in this area.

More able children confidently count and recognise numerals. They learn simple addition and subtraction and staff are responsive to their individual abilities, extending the more able and repeating simple calculation with the younger group members to compound their learning. Children develop their understanding of language such as more than, less than, bigger and smaller. They are able to match numbers and more able children are developing an awareness of quantity at a basic level.

Children are becoming aware of the wider world through celebrations and discussions. They find out about the living world when on 'wellie walks' with in the school grounds, when looking at planting seeds and growth and other outdoor pursuits. As part of that they also look at change. Children use information technology with support, although confidently use electronic equipment through free play. They use a range of materials to construct and build.

Children move confidently and have an awareness of space. They move with control and coordination and use a range of large equipment to develop balancing and climbing skills. They are developing an awareness of healthy living through looking at foods that are good for them. However, the impact of exercise on their bodies has not been incorporated so they are not aware of the impact that has.

Children explore colour, shape and texture through a variety of play experiences. They take part in music and movement, following instruction and move their bodies to the rhythm of the music. They use their imagination in role play situations and play well alongside each other.

Helping children make a positive contribution

The provision is satisfactory.

Children enter an environment that reflects positive images of diversity and children learn about differences and similarities through discussion, the celebration of festivals and through their play. Children are valued and included and the special needs coordinator is proactive in her role and accesses training accordingly. Staff adapt activities accordingly to meet the individual needs of the children and take steps to make the environment accessible and welcoming to all.

Partnership with parents is satisfactory. Strong relationships have been formed with parents and regular discussion takes place. Clear information is provided for them about the setting and the care and education provided. Staff are developing a more formal feedback for the start of the new term. All required documentation is held and half termly newsletters keep parents informed of themes and topics and encourage them to become involved. Parents are encouraged to share information about their child and operate an 'open door policy'. End of year assessment reports are completed and shared with parents.

Children learn to share and take turns and children behave well. Staff consistently reinforce the 'house rules' within the setting and children receive praise and encouragement for their behaviour and achievements. Staff are responsive to the differing ages and take into account the children's individual level of understanding.

Organisation

The organisation is satisfactory.

Children enter a brightly decorated environment which is clean and well maintained. Staff use the space available to them well and a wide range of activities take place. Children have ample space to move around safely. Play is planned, although children have the freedom to also choose activities throughout the session. The outdoor area and school grounds are accessed frequently and a large variety of physical play experiences are available.

Leadership and management is satisfactory. The team have a commitment to developing the service and evaluate feedback from parents to enable them to do this. The curriculum is currently planned by the two leaders although from September all staff members are to be involved. Staff have a firm knowledge of the children's individual needs and are keen to reintroduce key worker systems in the new term. Staff use questionnaires from parents to evaluate practice and develop the service accordingly. They identify individual training needs and have a commitment to keeping their knowledge up to date through ongoing training. They are involved in daily discussion and are looking to introduce a formal appraisal system in the future.

Clear, informative policies and procedures are in place to ensure the children's specific needs and welfare are promoted well. Documentation is up to date and accessible. Policies are reviewed annually and shared with parents.

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

Improvements since the last inspection

At the last inspection the group were asked to include hours of attendance in the daily record of children looked after. Staff have now done this and required information is now held.

They were also asked to provide written procedures to be followed in the event of a child being lost. A clear policy is now in place and shared with parents. Therefore,

children's safety is maintained.

The group were asked to regularly record observations and use information to plan the next steps in children's play and learning. Ongoing observations and assessments of the children's development take place, however the information gained is not used effectively to inform planning and identify individual learning needs. This has been carried forward as a recommendation.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. 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.

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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):

- ensure appropriate procedures are in place and followed with regard to hand washing and hygiene routines
- ensure medical records are completed in line with the confidentiality policy in place within the setting

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):

- develop planning to further children's understanding and extend their thought processes and use information gained from the evaluation of activities to identify individual learning needs in children's play and learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk