



Highfield Priory School

Inspection report for early years provision

Unique Reference Number	EY312963
Inspection date	18 May 2006
Inspector	Margaret Baines

Setting Address	Fulwood Row, Preston, Lancashire, PR2 5RW
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Registered person	Highfield Priory School Ltd
Type of inspection	Integrated
Type of care	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.

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?

Highfield Priory Independent Primary School and Nursery provide full day care for children from two years to 11 years on a full or part-time basis. The facilities for the registered provision include two early years classrooms, a self contained nursery unit and the school hall. There are also available two secure outdoor areas which children may access.

The setting is open five days per week, and offers both full and part-time care. The

holiday club operates during each school holiday, although it was not operating at the time of the inspection.

The setting is open from 08.00 to 18.00. There are 274 children on roll, of which, 44 are in receipt of funding for early years education. The staff members each hold a relevant early years qualification.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good understanding of the importance of hygiene and why they must wash their hands at appropriate times of the day; this is supported by good teaching from the staff. Most children visit the toilets independently with the two year olds requiring some assistance. Older children understand the importance of ensuring they protect themselves from the risk of infection. Children develop good awareness of how to care for their health needs and know that they need their sun cream and their sun hats before going out to play in the sunshine.

The children understand about the needs of their bodies and can identify when they are tired and need to rest. Their health needs are met through the provider's good implementation of the health and hygiene policies and procedures. Children have a very good awareness of healthy foods and drinks, extended through well planned activities and in daily routines.

During the inspection, the children were participating in a healthy eating week. They explore the taste of fruits and make decisions about whether they like or dislike them. The good range of healthy snacks provided encourages their enjoyment of nutritious foods. The children know when they need a drink, with the older children helping themselves, while the younger children are assisted to seek a drink. Their dietary needs are met, as the provider records full information from parents.

Children thoroughly enjoy the good opportunities to be active indoors and outdoors and are developing good physical skills. They participate in daily outdoor play, enjoy music sessions and learn to coordinate their bodies and move safely. Their competence in using large equipment is good. Children are developing an understanding of how they feel after exercise and what happens to their bodies when they are active. They decide they are warm after running around and peddling their tricycles and cars.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming and safe indoor and outdoor environment, which is planned to meet their needs by ensuring the play areas continue to be

maintained to a high standard both indoors and out. Children learn to keep themselves safe because the staff are very skilled in the way they talk to them about safe procedures and reinforce safe practices as they ask children to pick up toys, not to run and remind them to be careful. The setting has a comprehensive risk assessment in place which effectively minimises the risk to children and helps to keep them safe as they play freely.

The nursery is very welcoming to parents and children, being enhanced by high levels of children's own work which is attractively displayed. Photographs of children at play also reflect the amazingly positive ethos of the setting. They delight in displaying their work, and are eager to share this with others to further display their enthusiasm. Children are delighted to play in a setting where they can move freely and without restriction, as they access excellent play materials and choose activities and resources from those stored within easy reach. The environment for all the children, both younger ones and those who attend the out of school clubs, is carefully planned with expert knowledge to ensure their safety and enjoyment in all aspects of their play.

Children's welfare is protected to a high level, with staff extremely clear about their role in child protection. They understand their responsibility to contact the named person. The named person is fully aware of her role and the procedure she needs to follow, should a situation occur which requires a referral to the appropriate agency.

Helping children achieve well and enjoy what they do

The provision is good.

The children look forward to their time in the setting. They enter happily and are eagerly greeted by staff and friends. Children go to play confidently as they await the arrival of all children. They demonstrate good independent learning skills, enjoying creative play, drawing, construction activities and using their imaginative skills to develop role play. For example, they demonstrate role play skills during a supermarket activity. The children actively respond in group time, contributing their ideas that are facilitated by the good staff questioning them. Their curiosity and eagerness to play and learn are fostered through the well organised provision of play choices and the enjoyable circle times. Children make good progress, as staff have a secure knowledge of the Birth to three guidance and the curriculum guidance for the Foundation Stage, as well as what children need to learn.

Children enjoy a very imaginative and varied range of activities that helps them to make progress in all areas of development. Their individual learning needs are assessed regularly by their key workers. The young children benefit from the meticulous planning using the Birth to three guidance, which clearly identifies the next steps in their learning. This process ensures that all children transfer very easily from one area to the next within the setting. Staff are clear about what children can do; therefore, planning for the next steps within the planned activities. The three and four year olds are becoming competent learners, and use their very good number and language skills effectively in their play and when responding to focussed activities. All children have their care needs met well through the daily routines, with

the time given by staff to each child to support and encourage their well-being. Activity plans are available for most aspects of the setting, although none are written for the after-school club at present.

Nursery Education

The quality of teaching and learning is good. Children's individual learning needs are ably provided for, with the very good curriculum planning. This practice specifies the coverage of the stepping stones, with consideration given for ability levels and younger children coming in during the year. Their desire to learn is stimulated by the exciting range of activities planned. such as the fruit tasting survey.

Children eagerly select their resources for their play ideas and freely move around the areas of the well planned continuous provision to settle to read a book, play in the home corner or use the messy play area. Children persist at their play for good periods of time, concentrating intently in the group times that are well focussed by staff, encouraging their sharing and listening skills. Their progress is regularly assessed by staff identifying the key skills achieved, using information from parents at admission and planning for children's next steps in their learning.

The children's specific achievement's, in relation to their progression through the stepping stones towards the Early Learning goals, are recorded within their record of achievement books and assessment documentation.

Children are making good progress in all areas of learning, supported by very effective teaching that stimulates their curiosity and motivation to learn. They use numbers readily in their play and can count to 10 and some beyond, as staff make good use of everyday opportunities and planned activities to extend children's mathematical skills. Their calculation skills are developing as they consider how many children are present. Children have very good opportunities to recognise numbers, as they consider the day of the week and match numbers in activities.

The children have very good communication, language and literacy skills, as they eagerly use their good range of vocabulary to express their ideas in circle times and recall and anticipate in story time. For example, they were keen to share the names of the vegetables they use for printing and the fruits they are tasting. They use their thinking skills to explain how they will fix constructions together. Their ability to recognise letters and remember letters, which make up their names is very good. Effective teaching provides good opportunities for children to practice their numeracy and literacy skills.

Staff effectively encourage children to develop their phonetic skills, through very enjoyable lively sessions. Their emergent writing skills are developing very well, with many children writing their names accurately. Children competently use tools as they chop the vegetables for the soup, model with the play dough and create from a variety of materials readily available to them. They have many good opportunities to develop their imaginative and creative skills, as they role play in the home corner and enjoy the good selection of props.

Children enjoy music and are learning to sing songs from memory. They enjoy the

weekly music sessions, love to play the musical instruments and are developing their skills to recognise loud and soft sounds. Children are learning to work together, as they share and take turns in the games and the focused activities. Children show good care and concern for each other and readily relate to each other's experiences and news. Their good self-esteem is encouraged by staff who foster children's sense of belonging to their close-knit community, and their place in their close and extended families.

Helping children make a positive contribution

The provision is outstanding.

Children are enthusiastically welcomed into the setting, they are valued and respected because staff ensure each child has the opportunity to engage in all aspects of the curriculum, whether they attend daily or on a part-time basis. The inclusion of all children is actively planned and monitored with the differentiation aspect covered in planning. Staff get to know the children very well. The members of staff plan to meet the individual needs of each child, putting in place support strategies to ensure each child achieves their potential through play.

The children are learning to take responsibility for their behaviour because the staff follow positive and effective strategies for helping children learn to manage their behaviour. Children learn the boundaries and guidelines extremely well because staff are consistent and are very good role models, having high regard for each other and the children. Both the young children and those who attend the out of school facilities display high levels of good behaviour. Children's behaviour is very good, learning right from wrong, because staff are consistent in their approach and provide gentle reminders to reinforce boundaries.

The partnership with parents is outstanding. The very effective partnership contributes significantly to children's well-being. Parents are provided with comprehensive information, which informs them about the care provided, including the Birth to three guidance and the Foundation Stage. Parents' views are actively sought and they are provided with regular written information to update them on aspects of the setting. Parents learn about their child's development through discussion and strong links with their key worker. They are actively involved in their child's learning by providing detailed information at the time of the child's registration. The parents also update the key worker on any significant changes and development, contributing to the topic work, particularly with the funded children. This ensures children's individual needs are met and a strong link is made with home.

Children learn about their community and other cultures, as they engage in activities which promote their understanding. They enjoy playing together and learn to share as they wait their turn, such as in the fruit tasting activity. They learn to manage their behaviour and are well mannered as they ask for a drink, saying 'please' and 'thank you'. This positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children's care is enhanced by the very well organised environment, which enables children to make choices from quality resources. The children's needs are met and safeguarded because all legally required documentation is well maintained. All policies and procedures are regularly reviewed and updated, although the complaints procedure does not include the contact details of the regulator. As a result, children's welfare is further protected.

The setting has provided a robust system for the vetting and clearance of all staff, in line with the change in legislation, to further meet the needs of children. The setting has a procedure for informing parents of the complaints made, as required by the new guidance.

The leadership and management of the provision is good, with staff being led by a committed management team. They work well together as a team and support each other in their roles. Training is promoted for all staff to increase their knowledge and skills, improving their practice and, therefore, the care of the children.

The setting promotes the education outcomes for children very well, with a team of committed staff who continuously monitor their own performance, by evaluating activities provided and monitoring children's progress. The staff monitor their own performance through the staff supervision system, through regular staff meetings and the evaluation of activities, in order to improve the care and education that are provided for the children.

Overall, the setting meets the needs of those 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 by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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National Standards for under 8s day care and childminding.

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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):

- include the contact details of the regulator in the complaints procedure
- record the activities planned for the extended school care.

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):

- enhance the outdoor area to provide children with additional challenges across the curriculum within the outdoor environment(applies also to care).

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