



East Bierley Pre School

Inspection report for early years provision

Unique Reference Number	311332
Inspection date	19 June 2006
Inspector	Helene Anne Terry

Setting Address	St Lukes Church Hall, South View Road, East Bierley, Bradford, West Yorkshire, BD4 6PL
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Registered person	East Bierley Pre School
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?

East Bierley pre-school was established since 1978. It is managed by a voluntary committee and operates from two rooms within St Luke's Church Hall in East Bierley, on the outskirts of Bradford, West Yorkshire. The setting serves families from the local community and surrounding areas. There is a memorial garden adjacent to the church hall that is used for outdoor play. A maximum of 26 children may attend the pre-school at any one time. The facility is open each weekday morning during term

time from 09.05 until 11.35, and on Monday, Thursday and Friday afternoons from 12.45 until 15.15.

There are currently 43 children on roll, and of these there are 32 children receiving funding for nursery education. Six staff are employed to care for the children, four of whom hold relevant qualifications to level 2 or 3. The group receive advisory teacher support from the Local Authority and they are members of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a warm, clean environment where they learn about good hygiene practices. Staff remind children to wash their hands after using the toilet and before eating. Children are aware that they do this to 'get rid of germs'. However, children are not currently using individual towels to dry their hands, which increases the risk of cross infection. On the whole staff follow good hygiene practices to protect children. For example, toys are washed regularly and good cleaning rotas are in place. All documentation to enhance children's welfare is maintained very well, such as a sickness policy with exclusion information for staff and parents, medication and accident records. Most staff have relevant first aid training and written permission is received from parents to obtain emergency medical treatment for their child.

The children's health benefits very well from the nutritious mid session snacks offered to the children. They are also beginning to understand about making healthy choices and food that is good for them. They relish the different fruit offered and the cheese and bread sticks. They talk about food making their bones and teeth strong and some children pretend to make salad during role play at the dough table.

The children develop a positive approach to being outdoors. They enjoy playing on bikes, scooters, using balancing cups and bats and balls to develop their large muscle skills. However, they have limited access to equipment to help develop climbing, jumping and swinging skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children can play freely and safely within the setting because immediate risks are identified and minimised. Staff follow daily risk assessments to protect children very well. Access to the provision is monitored stringently by staff throughout the sessions ensuring children do not leave with unknown adults. Children are also learning very well about their own personal safety. They delight in the visit by the Lollypop lady who shows them how to cross the road safely and enjoy activities, such as making traffic lights and understanding how to use the pelican crossing. Children are also developing a good understanding of safety within the playroom because staff gently

remind them to handle scissors carefully and to walk and not run.

Children access a good range of equipment and choose from a good range of developmentally appropriate resources that foster all areas of their development. In the pre-school most resources are very well organised into specific areas of learning within the playroom at child height; encouraging children to make choices and promote their independence skills.

Staff have attended child protection training and have a sound understanding of their role and responsibilities in the event of a concern. Relevant documentation is in place. This means the welfare of the children is protected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children are happy and settled at the preschool and they enjoy their time with their friends. Staff provide a good range of activities and play opportunities to promote all areas of young children's development. They make effective use of the Birth to three matters framework to improve young children's achievements. Activities and resources in the playroom are age specific for children attending and these are all easily accessible ensuring children have free choice, which promotes independence. Children ask staff confidently for resources immediately out of their reach and their wishes are complied with, promoting their self-esteem. The children enjoy a varied and flexible daily routine with times for children to have snacks and take part in activities both indoors and outdoors.

The interaction between staff and children is very good. A key worker system is used to ensure individual needs are fully considered. Staff spend all of their time playing with the children, giving support, using playful talk and encouraging them to explore their environment and the activities. This builds the children's sense of security and enables them to feel settled.

Nursery Education

The quality of teaching and learning is satisfactory. The staff ensure that all areas of children's learning are covered during the sessions and the key workers attend to their group's individual needs. The suitable planning and children's assessments enable staff to provide many challenging, interesting, practical activities to extend learning. Staff are also good at using incidental activities to develop learning opportunities. For example, children showing a great interest in magnets have the activity extended further by looking at the world globe and identifying the magnetic forces of the North and South poles. Methods used to engage children in the activities are good. Staff are patient, they listen to the children, respect their views and create warm, caring relationships, which gives children a sense of belonging and boosts self-esteem. Staff value children's work, they praise children for their achievements and take photographs or display work for children and parents to see.

Overall, the children are making satisfactory progress in all areas of learning, in particular their personal, social and emotional development. The children display high

levels of involvement in the activities; they enter the room confidently and enjoy playing with their friends. They approach adults and children confidently and share and take turns, as they play with the ships, play people, bikes and scooters. They learn how to use manners well, say please, thankyou and excuse me, as they try to get past other children. Children are learning to become independent, they enjoy taking part in self registration when they find their names on the board and help staff tidy up activities and clear away their own plate and cup after snack.

The children speak increasingly clearly. They use language confidently in small and large groups when they share their news and initiate conversation with others as they organise their play in the role play areas. They show an interest in rhyme and songs, however, they are not given the opportunity to learn to recognise the sounds of words or letters during everyday activities. Although, children know how to handle books well and turn the pages from right to left; they have limited opportunity to develop an understanding that information can be relayed in print, such as the use of a recipe whilst baking. They ascribe meaning to marks as they draw and pretend to write and some children are beginning to draw recognisable letters of the alphabet.

The children count well with increasing accuracy and use mathematical language in their play. They talk about how many holes they have made in the dough for the candles. They understand that one number is bigger than another and can count a few objects on a one to one basis; as they count the green bears and red bears in a container. They recognise some numbers and enjoy using measuring skills to measure the toy reptiles and spiders. Children can order size from big to small; however, they do not use calculation skills in daily activities, such as using scales to measure ingredients whilst baking or count how many children are present; how many boys, how many girls.

Children delight in using investigative skills as they examine objects and living things. They use magnifying glasses to find insects, flowers and leaves as they play outdoors and to find a lost hair clip in the play room. They experiment with magnets, grow seeds and smell the lavender and rosemary plants. They use construction sets well to balance and create, some children creating exceptional models that are displayed by staff. Children are developing their understanding of technology skills. They use simple equipment well on the computers and enjoy printing off pictures.

Children explore colour, shape and texture confidently. They can differentiate between colours well and enjoy making collages as they talk about the feel of the textures. They love to dance and express good imaginative ideas in their role play. Some more able children create models from dough, demonstrated by a child making an excellent model of a person with all its features. Children do express their ideas and feelings through materials such as paint, dough, sand and water, but this can be restricted at times owing to them having limited access to the full range of resources during each session.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are fully considered and staff know the children well because of the good key worker system that is in place. This helps the children to feel settled and enables them to access all learning opportunities confidently. Staff are proactive in identifying areas of development in which some children may need extra help and discuss issues with parents to enhance development. Children have good opportunities to equally access all the resources and boys and girls thoroughly enjoy taking part in the role play areas. They demonstrate their acceptance and appreciation of different people in our society by playing with a suitable range of resources to promote diversity.

The staff have a very good awareness of positive behaviour management techniques to enhance children's well-being. Children react positively to the sound of the maracas that signal it is time for them to stop play and listen to the direction of the adults. Children play cooperatively; they share well, take turns and are developing pleasant manners. Lots of praise and encouragement was observed to be offered to children; boosting confidence and self-esteem. This fosters their spiritual, moral, social and cultural development.

Partnership with the parents is satisfactory and relationships are positive. Children benefit from the two-way sharing of information about their needs and development in the form of newsletters, notice board, key worker and daily chats. Parents are satisfactorily involved in their children's learning through the home link system; they are encouraged to bring items linked to themes and topics, have access to development records and are invited to attend the annual review. Children enjoy their parents being present during sessions as part of the rota system and as part of dad's and grandparent's week. This is when other important adults in children's lives spend time with them in the pre-school.

Organisation

The organisation is satisfactory.

Space and resources are organised well to support the children in their development. The playrooms are set out appropriately into specific areas of learning with suitable resources at child height. Procedures for vetting and assessing staff's suitability to work with children are satisfactory. There are clear recruitment and vetting procedures in place. Staff have job descriptions and receive a good induction package. Adult-child ratios are correctly maintained and the parent rota is used to supplement this.

All required documents are available and they are stored confidentially. The policies and procedures in place are shared with staff and are made available to parents. However, the complaints procedure does not contain the current contact details of the regulator Ofsted.

Leadership and management within the setting is satisfactory. The majority of the staff have early years qualifications to Level 2 and 3 and others are working towards suitable qualifications. Staff are supported well within the setting to do their roles. They are encouraged to access further training through various sources and are currently undertaking responsibility for various areas within the setting, such as

health and safety, child protection and equal opportunities. This strengthens the focus of the pre-school. There are suitable monitoring systems in place. Staff receive regular appraisals from their manager and she oversees the planning and children's assessment records to enhance children's development. The group works well with the local authority on evaluating their educational provision. The staff have a positive attitude to any suggestions made and are willing to try out different ways of working to improve their practice. They are currently looking at ways of improving their planning and children's assessment records. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection it was recommended that a nominated person for the committee was identified, that furniture was stored more securely in the downstairs playroom and that documentation was improved. Good improvements have been made. A person was nominated on behalf of the committee, however this is due to change again in September. Unnecessary furniture has now been removed from the playroom making the room safe for children. Documentation has been improved. Written permission for emergency treatment has been obtained from parents and parents always countersign accident records. A statement of procedures to follow should a member of staff be accused of abuse has now been compiled to protect children.

At the last nursery education inspection recommendations were raised regarding opportunities for children to write for a purpose, extend their vocabulary with regard to mathematical language and the solving of mathematical problems. Further recommendations related to the use of pre-cut shapes, opportunities for children's free expression and the development of children's assessment records. Some improvement has been made. Children have free access to pencils and paper within the playroom to enable children to write for a purpose. Staff and children use some mathematical language during play such as observing differences in size, using terms such as big and little, top and bottom. Children have limited access to work sheets and pre-cut shapes enabling free thinking and movement. The children's assessment records have been updated and include written observations linked to the stepping stones, photographs and children's work. This gives staff a better overview of children's achievements and highlights their next stage in development to help with planning. However, there is still little opportunity for children to use simple calculation and problem solving skills during everyday activities and for them to freely express themselves using a full range of creative materials during a session.

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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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 that children have a hygienic means of drying their hands
- ensure that the complaints procedure is updated and contains the current contact details for the regulator Ofsted.

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 more opportunities for more able children to develop their climbing and swinging skills
- present more opportunities for children to access a full range of materials to enable them to express their ideas, thoughts and feelings
- provide more opportunities for children to use simple mathematical calculation skills and the use of sounds of letters during everyday activities.

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