



Attenborough Church Pre-School

Inspection report for early years provision

Unique Reference Number 253109
Inspection date 18 July 2006
Inspector Patricia King

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Registered person Attenborough Church 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 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?

Attenborough Church Pre-School opened in 1961 and operates from the village hall situated in Attenborough, Nottinghamshire. A voluntary parent committee manages the pre-school. A maximum of 26 children may attend the pre-school on a Monday, Thursday and Friday. A maximum of 42 children may attend on Tuesday and Wednesday when two rooms are available. The pre-school opens each weekday from 09:15 until 11:45 and on a Monday and Tuesday from 12:45 until 15:15, term

time only. All children share access to a secure enclosed outdoor play area.

There are currently 52 children from two to five years on roll. Of these, 40 children receive funding for nursery education. The pre-school currently supports children with special education needs and who speak English as an additional language.

The pre-school employs nine staff. Seven of the staff, including the persons in charge hold appropriate early years qualifications. One staff member is working towards an early years qualification. The pre-school is a member of the Pre-School Learning Alliance and receives support from the Nottingham Early Years Support Team. The pre-school has been accredited by the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained environment. Staff implement effective systems and routines to ensure that the environment and equipment are regularly inspected and cleaned in order to promote children's health and prevent them from cross-infection. Sound policies and procedures are consistently followed by staff to take appropriate action in the event of an accident and to administer any necessary medication.

Children learn the importance of good personal hygiene through well-organised activities and consistent daily routines. They wash their hands after using the toilet and before handling food and talk knowledgeably about why this is important. This means they are developing a sound awareness about healthy living. Children have fruit as a healthy snack option and they are encouraged to drink plenty of fluids in the hot weather. Staff make good use of snack time and activities to help children learn about the importance of having a healthy diet.

Staff are vigilant to ensure children are protected from the sun, keep their hats on when outdoors on sunny days and talk to the children about why this is important. Outdoor equipment and activities are arranged with plenty of cover for shade and time spent out of doors is carefully supervised and monitored. Children have access to a good range of equipment for developing physical skills indoors and outside. They enthusiastically use quality opportunities to balance, climb, ride, throw, and exercise their bodies.

Children under three benefit from practice in line with the 'Birth to three matters' framework to offer positive opportunities for children to learn how to become healthy individuals, for example by talking about healthy eating and personal hygiene.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in two rooms of the village hall arranged daily to offer a welcoming, stimulating environment with many examples of children's work displayed. There are many colourful posters to inform and encourage learning and offer information to the parents. Children have easy access to a good range of developmentally appropriate resources and child-sized furniture arranged to promote independence and choice safely.

Arrivals and departures are carefully supervised and visitors are challenged to explain their presence on the premises. Secure systems ensure that children are only collected by their parents or other adults by prior arrangement. Children are learning simple rules for their safety, such as not to run indoors or push, and know why these are important to prevent accidents. They respond appropriately when staff ask them to behave safely and in turn they remind each other if they see an example of dangerous behaviour. Children's safety is consistently maintained because effective risk assessments are in place both indoors, outside and on outings. Parents and staff receive copies of all policies and procedures, for example, the health and safety policy, so that children's safety and security is effectively promoted by all.

Children's safety and welfare are suitably promoted because the staff have a good knowledge of their child protection responsibilities and know whom to share their concerns with both in the setting and externally. However, the written child protection procedures are not fully in line with the Local Safeguarding Children Board guidance.

Children under three benefit from practice in line with the 'Birth to three matters' framework to offer positive opportunities for children to learn how to keep safe in daily activities and routines, such as learning safe behaviour.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre-school and achieve well because staff are interested in providing a good quality of care and education. They are skilled practitioners who use their knowledge of the 'Birth to three matters' framework and the Foundation Stage to provide a range of stimulating activities for children.

Children are treated as individuals and receive good levels of staff support to ensure that they develop independence and confidence. They are developing good communication skills because staff spend time talking to them and involving them in purposeful activities, such as finding out about the natural world, where animals live and how things grow. Children have a wide range of stimulating and challenging activities offered to them and they are encouraged to make their own choices. They have many opportunities to foster their imagination and creativity and enjoy working with a variety of mediums such as play dough, water, sand and craft materials.

Nursery education

Children are self-assured and demonstrate a sense of belonging as they enter the pre-school happily and settle into the daily routines and activities with interest. They are confident and skilled speakers and use language well to describe their

experiences. For example, they enthusiastically describe the fund raising treasure trail they have completed with their families around the local nature park. They listen intently to a familiar story in a small group and respond eagerly in circle activities. For example, they identified items found in a child's beach bag and described what these would be used for.

Children are learning to manage their own behaviour, for example, they keep simple rules such as helping to tidy toys and wait patiently for their turn to use equipment, such as the painting easel or when sharing tools and books. They are forming positive relationships with each other and with adults. For example, they worked harmoniously and co-operatively sorting shells into different shapes and sharing the tools in the sand. There is a wealth of numbers as labels, number lines and numbers on posters displayed around the room and children are consistently encouraged by adults to develop their mathematical learning in well-planned and imaginative activities. Children are becoming skilful in the use of information technology and confidently use the computer and programmable toys.

Children use a wide range of objects and materials imaginatively to design and make models and collages which they are proud to display around the room. They enjoy exploring and investigating different materials, such as wet and dry sand, and searching the leaves in the mini beasts spot to look at insects and creatures through a magnifying glass. Children are learning about the natural world with activities such as planting and tending sunflowers. They learn about changes that take place in the outside world as they observe and discuss the weather and passing seasons. Children confidently use a range of large physical play equipment outdoors, such as a climbing frame, slide, bikes, cars, tyres, and balancing beams and show skill when using small tools and materials such as scissors and glue spatulas and spades.

Children make effective use of props, such as puppets and small figures, to support imaginary play. For example, they used a wide range of small world figures to act out playground, traffic, harbour and village scenes. They use their imagination well, for example when acting out the roles of travel agent and customers.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and how children learn. Planning covers all areas of learning and systems are in place to ensure that children's progress is well recorded and checked to ensure that learning is secure. Staff are enthusiastic and provide an atmosphere in which children can enjoy learning. Staff know the children well and use effective questions in well planned and presented activities to challenge and promote children's learning. However, staff do not consistently make use of learning opportunities in daily routines, such as when lining up for outside play or counting drink cartons at snack time.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the pre-school and are highly valued as individuals. Their individual care needs are met effectively because care is taken to record all relevant details and information at the point of entry. Regular discussions

between key workers and parents ensure that information is updated as necessary so that children's needs continue to be met throughout their time at the setting. Staff make good use of the information so that children feel secure and happy in their care. Suitable systems are in place to support children with special needs and provide an inclusive environment. Children gain a good understanding about the wider world and community through activities and a range of resources which show positive images of culture, ethnicity, gender and disability. This helps children develop a positive sense of themselves and helps them understand the lives of others.

Children have good relationships with each other and their carers. Expectations and management of behaviour are clearly defined in the written statement, however, this does not include bullying. Children behave well and respond positively to the clear guidance and praise from staff. They are learning to manage their own behaviour, for example, they keep simple rules, such as helping to tidy toys and take turns with resources.

Partnership with parents and carers is good. Parents receive comprehensive information about the playgroup and the Foundation Stage of learning. This includes operational details, information about how the children learn and encourages parental involvement. Parents are fully informed and included in the learning and development of their children at the playgroup, however, they are not asked to share what their children can do when entering funded education.

Children's spiritual, moral, social and cultural development is fostered because they behave well and show concern for each other, they are learning about their community and the wider world and are developing a real sense of belonging and self-esteem.

Organisation

The organisation is good.

Children's care is enhanced by the well-organised environment. Indoor and outdoor space is arranged effectively to maximise play and learning opportunities for all children. Children have the confidence to initiate their own activities because good levels of adult support provides them with imaginative opportunities for their play.

Comprehensive policies and procedures are known by all staff and training is well supported so that children benefit from skilled staff with current knowledge. Staff undergo an effective induction procedure which means children receive care and education from informed staff who know them as individuals. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed to ensure that children's needs are well met.

The quality of leadership and management of the nursery education is good. The manager is an effective leader with a good vision about how to provide a quality service to children and parents that meets meet their individual needs. The leader is committed to staff training and development and ensures that all staff have good opportunities to attend and share their learning. Regular appraisals ensure that staff's

needs are acknowledged and staff members valued. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the provider agreed to maintain a record of any complaints and make staff records available for inspection. The provider has systems in place to record any complaints received and makes appropriate staff records available for inspection.

At the last nursery education inspection the provider agreed continue to build on the present good practice. The provider has established systems to evaluate and improve the provision of nursery education at the setting.

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):

- review the child protection procedures to ensure that reporting procedures are in line with the Local Safeguarding Children Board
- ensure that the written statement on behaviour management includes bullying

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):

- make better use of daily routines to promote children's learning, for example, at snack time and when getting ready for outside play
- ensure that parents have the opportunity to be a part of their child's learning by contributing to a baseline assessment of their abilities.

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