



## Swanwick Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	206885
<b>Inspection date</b>	11 October 2006
<b>Inspector</b>	Georgina Walker
<b>Setting Address</b>	Pentrich Road, Swanwick, Alfreton, Derbyshire, DE55 1BN
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<b>Registered person</b>	Swanwick Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Swanwick Pre-School opened in 1969. It operates from rooms in a converted church in the village of Swanwick, Derbyshire. There is a secure enclosed outdoor play area and the children are taken occasionally to the local old school and local primary school playing fields for relevant activities.

The pre-school serves the local area and surrounding villages.

The setting opens five days a week during school term only. Sessions are from 09:10 until 11:40 and 13:00 until 15:30.

There are currently 53 children from two years six months to four years six months on roll. This includes 45 children who receive funding for nursery education. The setting currently supports children with disabilities and children who speak English as an additional language.

The pre-school employs seven part-time staff who work with the children. Over half of the staff hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from Derbyshire local authority and are members of the Pre-school Learning Alliance (PLA) and holds the Aiming For Quality 2004, quality assurance scheme certificate of the PLA. The pre-school is managed by a parental committee, who delegate day to day responsibility to the staff.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's needs are met effectively if they have an accident as all staff hold appropriate first aid certificates and maintain first aid boxes which are readily accessible. All staff have attended specific training for the administration of individual medication to enable integration into the setting of children with more comprehensive needs. Accident records are generally maintained and shared with parents. However, the detail in recording the size and location of the injury is insufficient leading to a child's needs not being met if a further accident occurs. The prevention of accidents is reduced as staff are vigilant and aware of stages of children's development. Significant injuries received prior to arrival at the setting are recorded confidentially. Children's good health is generally promoted through them learning the importance of personal hygiene. The children follow appropriate daily routines, such as washing their hands before snacks and after toileting or messy play, such as dough or clay. Children enjoy helping to keep the sink areas tidy and learn about cleanliness of resources and premises as well. They become increasingly independent in their personal care and have consistent access to tissues in the playroom. The seeking of permission for administering medication is sought for all children. Any specific periods of requiring medication are recorded to ensure children's requirements are met. In the event of children becoming ill staff instigate the very well documented procedures and parents are contacted with the utmost priority to ensure any distress is limited.

Children benefit from the healthy and nutritious menu provided. Snack time is enjoyed when milk or water, and a range of fruit, raisins, crackers, or bread or cakes made during the session, are provided. Children serve themselves competently when pouring drinks and collect their bowl of food, before returning to their place at the table. Children are starting to understand why certain foods are good for them through discussion and programmed activities, such as the 'my body' theme. Staff ensure snacks are social times and provide encouragement to eat healthily and have related discussions. Individual dietary requirements are shared by parents with the staff to ensure children remain healthy and needs are met. The potential menu, given to parents, ensures an extensive variety is provided, but daily information is not shared between the staff group as the overall planning documents do not always include what food was served.

Children are supported effectively to develop their physical skills. They move with confidence and an awareness of personal safety throughout the premises. They are aware of the potential hazards of the steps to the entrance and toilet area and negotiate appropriately. Daily opportunities are programmed with purposeful activities to ensure children have plenty of large movement activities and fresh air if possible. This promotes effective development of all-round skills. Photographs of them enjoying an extensive range of outdoor play activities are shared with parents. The playroom is cleared if necessary for such activities as 'Going on a Bear Hunt' and children develop very competent skills of creeping and lifting legs high as they 'squelch through mud'. They use a range of balls and bean bags to throw, catch and roll or kick balls with increasing dexterity. Indoor activities such as printing and painting, and manipulative play with dough or clay ensure manipulative development. Regular use of small tools such as pencils, scissors and paint brushes, and building with a wide variety of construction toys or completing puzzles, help children develop their fine movement skills competently.

Children under three benefit from the knowledge and understanding staff have of the 'Birth to three matters' framework. Staff have attended briefings and specific training and are developing an awareness of how to integrate components into the planning and meet individual children's development needs. Plans are displayed for parents to view and they discuss the daily activities and how their child is progressing. The records are available to read at any time and during parents evenings. An excellent range of resources in the setting ensures children have opportunities to develop at their own pace with the support of the staff extending experiences and integrate progress into the Foundation Stage of learning. Children quickly learn to share resources with other children, staff and visitors.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for by staff who have a sound knowledge of signs and symptoms of abuse and demonstrate an understanding of how to give utmost priority to children's welfare. An ongoing programme ensures all staff attend training and significantly enhances staff's knowledge. The policies do not reflect the changes to local authority procedures from April 2006 with regard to Local Safeguarding Children Board procedures. However, children's welfare is fully supported by the staff, who have all watched the training video. The parents are informed of the pre-school's responsibility to protect children.

Comprehensive policies, procedures and risk assessment documents exist and the staff generally ensure children's safety throughout the premises. However, there is a rotten window frame in the outdoor store and creates a potential hazard to the children. The repair of this was instigated during the inspection to speedily ensure children's safety. Children are secure in the environment. Very good security and collection procedures are maintained. Staff greet children and parents at the door, recording children's attendance and call and mark the register within the first few minutes of the session. Children are eager to respond their name being called as a preparation for school. Emergency procedure evacuations and subsequent evaluations are undertaken regularly and ensure all children develop an understanding of the need for fire safety when they hear the staff blow the whistle. They occasionally hear the actual alarm. Their awareness is further developed as they periodically have visits from fire officers as part of themes and

topics. Children are safe on walks to the local school, shops or the library van in the village, as the setting has comprehensive procedures which are implemented effectively.

Children are cared for in a welcoming environment where the playrooms are decorated with posters, theme linked displays, their own craft work and photographs of them happily at play engaged in a very well-planned variety of activities. The children have access to an extensive range of resources which are changed to promote age-appropriate levels of challenge. These are safe and presented at suitable levels to encourage independence and development and ensure children are fully supported to develop safely in appropriate surroundings. The large store room enables staff to purchase supplementary resources on an ongoing basis without regard to a lack of storage space. The children benefit from free access to both the main play room and story room for the majority of the free-play part of the session. The extensive range of resources and activities are presented attractively on a rotational basis over a six or eight week programme.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children integrate quickly due to the expertise of the staff and are encouraged to separate from their parents by accessing well presented activities. Children settle quickly in the pre-school and have a friendly relationship with the staff. The children are confident and keen to access the extensive range of play activities. Great concentration is shown and an eagerness to spend extended periods in something which stimulates and interests the child, such as building with 'mega blocks' or manipulating clay. Children's developmental progress is promoted under the 'Birth to three matters' framework, due to staff's knowledge of the framework, consistent staff interaction and the monitoring of the children's use of activities as they learn through play. The children develop appropriate socialisation skills as they join in group activities and move between the resources. This ensures the children are purposefully occupied and are supported to develop potential well. Children's physical development is promoted effectively both indoors and outdoors during the day.

The access to a range of messy play activities linked to themes ensures children's development is supported across many areas of learning over a period of weeks. Children's access to resources which they can independently be creative with is extensive, such as a paper plate which promotes not only drawing but collage with glitter paper or wool. Photographs of children at play are displayed or in folders to show how they are enjoying themselves, with paint, shaving foam, sand and water, plus the wide range of educational activities they engage in. The children learn to mark make and a range of their crafts are displayed or sent home with parents. However, they are inconsistently encouraged to write their own names on crafts. Children's daily activities and developmental progress is documented and the staff share written information with parents regarding their child. Staff have developed ways to record children's development but this is not individually dated, only termly highlighted, and does not contain purposeful information of how the child attained the aspect of development. This therefore, does not provide a full picture of the child's development.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals as the comprehensive planning demonstrates an increasing understanding by staff of how to present an extensive range of activities and extend children's learning. Planning is prepared over a two year rolling programme and adapted each year to reflect festivals, children's individual needs and changes to ensure enthusiasm is maintained. The aspects linked to the stepping stones are used effectively to identify the curriculum is covered and six and eight week rotas of activities and resources are produced by up to four persons-in-charge of different sessions. Staff meet monthly to co-ordinate the planning to meet the children's needs. Staff observe the children, make notes and cross reference the progress. Evaluation inconsistently contains purposeful information about what the child learnt from the activity or was just engaged in it. Children's progress is shared daily with parents. Written reports shared formally at two open evenings, as well as the on-going opportunities to discuss progress, contributes to an overall picture of the child's progress being obtained. Ongoing training and support from the local authority is provided and staff respond effectively to ensure the children benefit from their commitment to development.

Themes, such as 'my body' are enthusiastically enjoyed by the children. The staff present the daily activities and children are eager to share information about their experiences, such as in the role play area, where children discuss food and their experiences of eating Italian pizza and spaghetti. Children are challenged to think by staff who use open ended questions to stimulate children's recall, such as in relation to travel or a story.

Children are well behaved and eager to try new experiences. They ask questions about the routine and whether they can play outside for physical games and listen to the responses from staff about inclement weather. An understanding of weather is demonstrated as they make suggestions such as 'When it dries up we can play outside'. Obvious friendship groups organise each other to play together in the role play area or with the 'mega blocks' demonstrating good negotiating skills. After messy play activities they go off independently to wash, "the sticky yellow dough off" their hands they inform visitors. Children share information about their life outside of the pre-school and have confident personalities which is confirmed as they include visitors in their play.

Children are developing good recall as they listen attentively to instructions and respond eagerly to staff as they split into groups for ball and bean bag activities. Children have access to an extensive range of books and spontaneously use them from the book shelf. At group story time children sit and listen and respond appropriately to questions asked by staff. Children have a developing understanding of maths and spontaneously use their knowledge effectively during play. They compare shapes and calculate how many children can share the 'pizza' when divided with the cutting wheel. Children are developing awareness of the needs of others and creatures of the natural world as they enjoy the varied topics presented by staff. Topics which introduce them to the diversities in society are included with daily access to resources which promote positive images. Due to the rota of activities and resources children have limited use of technology. They use a 'Romer', remote controlled cars and walkie talkies but not battery operated or real keyboards or computers to follow instruction and develop mouse skills.

Children's physical development is promoted effectively through the use of an extensive range of small resources and a well balanced programme of activities for indoor and outdoor play.

How their body changes during exercise is included in topics and referred to by staff effectively on an ongoing basis. Children enjoy acting out stories such as 'Going on a Bear Hunt' moving appropriately to the words and pretending to 'stumble and trip'. They enthusiastically develop their creative experiences as they have access to a range of craft, role play and musical activities. They produce free choice crafts or use templates for copying letters or drawing in their work-books.

### **Helping children make a positive contribution**

The provision is good.

Children are very confident in the setting and show a sense of belonging to a wider group. Staff use their expertise, have ongoing discussions and use information sheets completed by parents to ensure children's individual needs are met. However, documentation does not contain the children's ethnic origin, any religion followed or languages spoken. Children are developing an understanding of how everyone positively contributes in society. Resources which promote positive images are consistently being increased and some items are presented each day from the extensive store. Children's knowledge and experiences are extended as craft activities linked to culture and festivals are included. The tasting of food or playing with pretend food and utensils is promoted through the expert practice of the staff, further developing children's knowledge. Equality of opportunity is promoted as activities are adapted to ensure children's developmental needs are met. Children's understanding of the needs of others are promoted successfully through discussion and inclusion in the pre-school. Staff work well with other agencies to ensure the needs of individual children are met.

Children's spiritual, moral, social and cultural development is fostered. Children develop a strong sense of independence and self-worth as they are encouraged to share, take turns, follow rules and listen to others. They say 'excuse me' as they interrupt both children and adults in conversation and 'take an order' for the café or ask to take the lead in role play stories. They are well behaved as they learn to accept the rules and respond to the firm and consistent expectations of the staff. Any minor incidents regarding sharing are calmly dealt with by the staff to ensure the children are fully supported.

Parents are provided with a range of policies and procedures which are required for the efficient and safe management of the provision. These assist in promoting the welfare, care and learning of the children. Notice boards and newsletters keep them fully informed of the current theme and children's targets for development to enable them to promote them at home. The Ofsted poster to inform them of how to contact the regulator is displayed however, the complaints policy and a notice does not contain the current contact number and address. Parents and carers give very positive comments when asked about how their child is cared for and educated within the setting. The starting point for new children assists staff in promoting individual future need. Information is shared daily and parents particularly like the key-worker system so they know who is specifically caring for and educating their child. End of term reports give purposeful information to parents regarding their child's progress.

The partnership with parents and carers of funded children is good. Information about the curriculum and nursery grant funding is comprehensive and children's development records are available at any time for parents to read. The sharing of information, including regarding

what children can do at home, demonstrates the commitment of the fully supportive staff. This contributes to working with parents and further demonstrates the open relationship they have with the staff.

## **Organisation**

The organisation is good.

The welfare care and learning of the children is generally promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. The committee leave the day to day running of the pre-school to the staff group. Some changes to regulations have not been included in the documents or the operational plan. A number of documents require minor amendment, such as the detail in recording accidents and incidents to ensure children's health and safety and their progress records to provide evidence to meet their individual needs. Children's information sheets are to contain detail which enables appropriate care to be given. Child protection policies and procedures are to include the 'Local Safeguarding Children Board' information. Risk assessments of potential hazards are not always dealt with promptly.

Children are in the care of qualified, or experienced, staff who are fully supportive to ensure they are happy and settled in the pre-school. The ratios are maintained to a high level, ensuring the children's learning opportunities are significantly enhanced. Organisation of effectively planned, developmentally appropriate activities, ensures children's time in the pre-school is worthwhile and provides good levels of challenge to all children. Children engage in a wide variety of activities and their learning is continually being extended. The children are eager to engage in the range of activities presented. Overall the range of children's needs are met.

The leadership and management of funded children is good. The committee and overall person-in-charge encourages staff to seek qualifications and ongoing training. There is regular support for the staff team from the local authority, who also provide training. Resources are constantly being updated to ensure the facilities are welcoming and stimulating for the children. The pre-school have plans to develop further their premises and provide a larger area for the children to play in.

## **Improvements since the last inspection**

At the previous care inspection the provider agreed to ensure that the child protection procedures state the procedures to be followed if an allegation is made against a staff member. New procedures have been written and placed as the front page in the procedures file for staff and parents to read on induction into the setting. This assists in ensuring children's well-being and safeguards them whilst in the setting.

At the previous education inspection two points for consideration were set. The setting was to encourage parents to access their children's progress records. The setting was also to increase children's access to positive images in the wider community in everyday situations. An action plan was drawn up and continues to be amended and updated.



Letters were sent to all parents initially and is ongoing as part of induction and in newsletters, reminding parents they can request to view progress records at any time. Two open evenings to formally view are planned each year. Parents are presented with an end of term report containing brief purposeful information about each of the six areas of learning. Each child completes a 'work book' in the last term before going into school and these are also given to the parents as the child leaves. Other documents, copied from the Early Learning Goals guidance folder are highlighted with term colour co-ordinated marks, when the child achieves the stepping stone and occasionally notes are made but this is more of a 'tick list' and does not contain specific information of how the child achieved and how new targets are set. Three targets are set each term for development and parents are given this information to assist in helping their child at home.

The setting had specifically purchased Asian and Indian outfits initially but the ongoing action plan and record of increased resources, play food and real food tasting and the inclusion of celebrating more festivals are recorded in planning documents. Staff ensure activities are not tokenistic and always have resources out to discuss. An 'Italian café' was enjoyed by the children with such items as pretend pizzas, with staff extending children's knowledge as they discuss where the food comes from, likes and dislikes during the free-play part of the session. All assists in contributing to the children's learning experiences and the staff partnership with parents.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 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 children can play safely outside and they are protected from the potential hazard of the store room window

- ensure children's records contain information which enables appropriate care to be given and all relevant records are shared and signed by parents or carers
- ensure accident records, and those of significant injuries which occur when the children are not in the care of the setting, contain more detail to assist the child's well-being should a further injury occur
- ensure all policies and procedures contain reference to current standards, guidance and legislation.

### **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 records of children's achievement are consistently dated and contain purposeful information which assists with planning for their individual future learning needs
- continue to increase children's access to technology.

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](http://www.ofsted.gov.uk)