



## Gorsybank Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY310420
<b>Inspection date</b>	25 May 2006
<b>Inspector</b>	Samantha Jayne Taylor
<b>Setting Address</b>	c/o Heathfields County Infants School, Saxon Close, Wilnecote, Tamworth, Staffordshire, B77 5LU
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<b>Registered person</b>	Gorsybank Pre-School Committee
<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?

Gorsybank Pre-school re registered with Ofsted in 2005, due to a change of premises. It operates from 2 linked porto-cabins in the school grounds of Heathfields County Infants School in Tamworth, Staffordshire. The pre-school serves the local community and school. It is managed by a committee.

A maximum of 30 children may attend at any one time; there is currently a waiting list. Of these, 44 children receive funding for early education. The pre-school

currently supports a number of children with learning difficulties. Children can attend for a variety of part-time sessions.

The group opens 5 days a week term time only. Sessions are arranged between the hours of 09:05 until 11:45 and 12:15 until 14:45 hours. Children may attend either morning or afternoon sessions.

There are 7 members of staff working both full and part-time with the children. Over two thirds of the staff hold an early year's qualification to National Vocational Qualification (NVQ) level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn to develop effective self-help skills as they access personal belongings, such as coats and bags from their individual cloak peg; whilst younger children are supported by staff as they learn to dress for 'home time'. Good hygiene practice is promoted, for example children learn about the importance of washing and drying hands before eating and after using the toilet; younger children are afforded privacy through the changing facilities provided. This helps to develop children's confidence and self-esteem, which is built up by staff who are sensitive to their needs and who know them well.

Effective procedures in place to administer medication and accidents support children's health needs; records are shared with and countersigned by parents. Continuity of health and care is promoted through staff working in partnership with parents and carers; staff praise children's individual achievements, for example toilet training at home, such as being 'dry by night' for the first time. Children are proud and excited at their achievement, wearing their sticker for 'good work' with pride.

Children have many opportunities to progress their physical development through fun, planned activities indoors and outdoors, for example indoor dancing to action rhymes. They use large and small actions to imitate actions of astronauts as they 'walk on the moon'; staffs participate enthusiastically. Children benefit from the different outdoor facilities provided; there are shaded areas to sit and areas to run, jump and roll. The sensory garden gives children further opportunities to understand the importance of 'healthy living'. This is a setting, where children explore nature at first hand and as a consequence, they learn to appreciate the environment in which they live.

Children are provided with snacks such as fruit and vegetables during the day. Water is freely available for children to access throughout the sessions and at 'snack time' children are given choices of drink. Older children show concern for their younger peers; without been asked they pour them a drink of water and take it to where they are sitting, saying 'I've poured one for you'. Children are encouraged to be independent, for example they serve and collect utensils for their table at 'snack

time'. As a consequence, children are making effective progress in their personal and physical development.

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

The provision is satisfactory.

Children and families are warmly greeted by staff into a bright environment; children are eager to come in to play. The rooms are set out attractively with toys and activities at different levels, ready for children's arrival. As a result, children feel welcomed and separate from their parents and carers with confidence.

A wide selection of activities are accessible to children, resources and equipment are in sound, clean condition and meet the relevant safety standards. These are well organised and are mostly available to children for choice. This helps to develop children's self-help skills, for example as they freely choose books.

Most risks to children are minimised as there are daily risk assessments in place; the garden is checked prior to each use made by children. However, fire safety and procedure is incomplete, for example the procedure for recording visitors to the setting is inconsistent with staffs knowledge and the settings procedure. Furthermore, children's use of the entrance area as a walk through link between the two rooms is generally used safely by children.

On outings children are well supported by staff and parent volunteers; written consent is sought from parents and the route and activity to be undertaken is 'risk assessed' prior to the visit. This helps to keep children safe by identifying any potential hazards and any remedial action required.

Children are well protected through effective procedures and staff's understanding of child protection issues, which are in line with the local Area Child Protection Committee (ACPC) procedures. Current information is shared with parents.

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

The provision is good.

Children explore their environment with confidence; they are familiar with the different areas of the rooms for use, older children refer to the areas available as 'noisy' and 'quiet' rooms. They talk excitedly about the outdoor area and where they play.

Children are stimulated and their interest is maintained through a wide variety of fun activities offered, such as making spiders which dangle from the ceiling and looking for creatures under the log in the garden area. Younger children's development is stimulated through the role model of their peers and staffs knowledge of adaptation of most activities to meet their developmental age and interest. As a result, all children of differing ages and abilities have the opportunity to join in and experience activities, such as making drums. This helps to progress children's development and makes children feel good about their achievements.

## Nursery Education.

The quality of teaching and learning is good. Children make steady progress towards the early learning goals in each of the six areas of learning. They have access to a wide range of indoor and outdoor activities, which help to promote children's all round development.

Children's progress is monitored through the use of records relating to the stepping stones. Staffs maintain records, which include observations of children at play, detailing what they know, understand and can do. This information is held by the children's key worker and is used to inform individual development and how to make progress from this information. Furthermore, parents and carers are involved in arranged 'key worker meetings' where children's progress is shared.

Whilst planning is displayed and is available to all, staff do not have regular opportunities to meet 'as a team' solely for this purpose. As a result, staffs are not fully involved in the process, for example where they can offer further planned ideas and share experience in order to benefit children's development. Information is mainly shared through staff working together and the staff supervisor's and manager imparting information to the team.

Children develop effective self-help skills through staff involving children in tasks and responsibilities, such as making lists for drinks at 'snack time'. They are able to initiate their own play, for example children enjoy games such as 'hide and seek'. They behave well and learn to share and to negotiate taking turns. Children are considerate to others, for example as they pour a drink of water for their peers.

Children communicate confidently. They are clearly able to express their meaning with older more able children asking many questions. They share their thoughts real and imagined of the world around them. They talk of their visits to the doctors and recall activities of 'role play' where they wore nurses and theatre staff's uniforms. Children exclaim proudly "that is me"! as they look at photographs of the event and say "can you recognise me?". Children develop pre-reading and writing skills through learning nursery rhymes and action songs. They learn to look at books and understand that print is read from left to right. However, the potential to explore print in different forms is not exploited.

Staffs encourage children to hear and say initial sounds in words, for example as they write their name on their drawing. A 'letter of the week' encourages children to recognise and know phonic sounds and children are asked to bring in an item from home linking the letter to the item. In a group situation children join in enthusiastically with stories and they mostly concentrate well but sometimes age and ability of children within the large group impacts on older and more able children's potential for learning; with some of the younger, less able children losing interest. As a result, children's individual needs at 'story time' are not always met.

Children practice and consolidate their mathematical learning through outdoor physical activities where children stretch, turn and work together to use a large band to create shapes. Some children correctly name and recognise shapes made, such as a rectangle. Number action rhymes also helps to consolidate children's learning

in a fun way as do bar charts and graphs, which are used to collate information. Children have a good concept of size and shape. Mathematical opportunities and language are introduced throughout the sessions in a variety of forms, for example where staff count out objects with children as they make towers of small bricks; they look at the size of the tower and compare to whose is the highest.

Children enjoy construction activities. They are able to select from various resources to build and join materials together; tools such as children's scissors and glue spatulas are handled with care and confidently. Children have opportunities to explore features of the local environment, such as visits to the post office where they post a letter, 'written' at the setting back to their home address. The outdoor area is used well to stimulate children's interest in the natural world and planned activities help to further children's knowledge and understanding. Children talk of changes that occur "to make butterflies" and pretend that they have made a cocoon.

Many creative opportunities are introduced to children. The 'role play' area encourages children to initiate their own play, with themes such as 'the post office' and 'pets'. Children express their creativity through making cages for their pet to visit the veterinary surgery. During music sessions children participate enthusiastically and sing familiar songs as they dance and follow actions.

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

The provision is good.

Children learn about equality through varied activities. Toys and resources reflect positive imagery; books and activities introduce people with different abilities, for example the 'role play' area is regularly changed with different themes, such as 'The Opticians'. Children select and try on glasses; they are able to relate experiences from home to the setting and they use photographs to recall the activity.

Children who have learning difficulties are welcomed and support is offered through the settings links with outside agencies and staff working with children in small groups. Parents and carers are consulted. Staff learn to use signing 'key words' with children who have communication learning needs. This helps children to express their needs, whilst all children learn to develop a wider understanding of others, as they observe a different form of communication. Children's spiritual, social, emotional and cultural development is appropriately fostered.

Staff members listen to and have many discussions with children; on arrival to the setting children share their experiences from home, for example photographs of their pets. The interest shown by staff together with the praise and attention given helps children to behave and develop positive self-esteem.

Parents and carers are given clear information as to the policies and procedures of the setting. Daily communication keeps them informed; they are encouraged to share their skills with the children as a volunteer or visitor to the setting for example, profession.

The partnership with parents and carers is good. Importance is placed upon

exchanging information; newsletters are sent out and meetings are arranged to discuss children's development with their individual key worker. They are warmly welcomed into the setting to share their skills; ideas and help with the running of the group. Planning is displayed for parents and carers to see and partnership with the home is encouraged by requests for items to be sent in for a particular theme or activity, for example photographs of pets.

## **Organisation**

The organisation is good.

Children are well supported within the setting, for example staff: child ratios exceed the minimum requirements of the sessional standards. This helps to meet children's individual needs, as staffs are able to offer small group activities, such as language groups. Staffs are knowledgeable in vetting procedures to ensure that no unvetted person has unsupervised access to children. As a result, children's welfare is promoted.

Space is creatively organised to accommodate the six areas of learning throughout the two rooms; children are able to access activities of their choice. Children mostly move freely and are learning to walk safely between the rooms.

The leadership and management of the setting are good. Staffs are well supervised and organisation is good; they are encouraged to develop their skills through training. Many staffs are qualified and experienced and they have a sound knowledge of policies and procedures. The manager of the setting works closely with the two room supervisors, with information imparted, transferred to the staff team. The setting identifies areas to develop and strengths of practice; individuals have areas of expertise, which are shared with each other. Staffs are clear of their roles and responsibilities; they work well as a team. The ethos of the group is consistent between morning and afternoon sessions.

Documentation is mostly accurate and maintained but the procedure for recording visitors to the setting is not consistently applied. As a consequence, children's welfare is mostly promoted.

Children make steady progress towards the early learning goals, in each of the six areas of learning. Staff's working within the pre-school department have a sound knowledge of childhood development and the Foundation Stage. Links are made with the school whose grounds the setting is based within, for example children are invited in to specific activities. Children talk enthusiastically about 'big school' and recall when they had a 'picnic'. This helps children to become familiar with the transition from the pre-school group to school and to develop their confidence. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report since registration. 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):

- minimise risk to children by ensuring that the fire procedure and practice is consistent with the fire officer's recommendations
- update the risk assessment; include the use of the entrance area by the children in order to identify and minimise any potential risk

### **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 group size at 'story time' meets the developmental needs and interest of individual children
- improve children's opportunities to explore print in different forms in order to enhance their wider understanding of the world
- provide regular opportunities for staffs to be involved in planning the curriculum for funded children in order to enhance children's development.

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