



Stonebroom Pre-School

Inspection report for early years provision

Unique Reference Number	EY311549
Inspection date	06 June 2006
Inspector	Justine Ellaway

Setting Address	Stonebroom Village Hall for Senior Citizens, Off Cleveland Road, Stonebroom, Alfreton, Derbyshire, DE55 6JF
Telephone number	07971 804936
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Registered person	Stonebroom 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?

Stonebroom Pre-School opened in 1973 and moved to its current premises in 2005. It operates from the main hall of Stonebroom Village Hall, Stonebroom, Derbyshire. A maximum of 16 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 11.45 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 21 children aged from two to under five years on roll. Of these, 4

children receive funding for early education. Children come from the local area. The pre-school currently supports a number of children with learning difficulties.

The pre-school employs 3 members of staff. All of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted as staff follow effective health and hygiene procedures. A clear written health and hygiene policy covers food, outdoor play, illness and personal hygiene. Staff wipe down tables before snack using anti-bacterial spray. There is a clear policy that excludes children who are ill to minimise the risk of cross infection. Children are learning about simple good health and hygiene practices as they are encouraged to wear sun hats when outside. Children are consistently encouraged to wash their hands before eating and after toileting and a display of pictures reminds them to do this.

Children are well nourished and enjoy a healthy and varied snack. Staff use information on the different food groups to ensure children enjoy a balance of different foods. Children's independence is partly promoted at snack time, as they are able to pour their own drinks, although bowls and cups are given out by staff.

Children enjoy regular and varied opportunities to be active and develop their physical skills. Children have ample opportunities to develop their small muscle skills through a range of daily activities including painting and drawing. Older children use a range of tools and materials well. Staff ably challenge more able children with increasingly complex movements to extend their gross physical skills, for example, turning and catching. Children learn how to control their bodies and move in a range of ways confidently. Children learn about being healthy through activities, for example, talking about foods that are good for you and getting clean in the shower.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment which helps them to feel secure and comfortable. For example, staff greet them at the door when they arrive. The premises are made welcoming by the display of children's work, a varied selection of the toys and resources being laid out when they arrive and a display of information for parents. Both children and parents are keen to enter and are happy to stay and chat to staff at the beginning of the session. The space is effectively organised to provide separate areas for different activities. For example, there is a permanent painting area, along with table top activities, floor play and a book corner. Children develop independence and their decision-making skills as they are able to self-select what they play with during the session. Staff are flexible if something is not on show and will go and find it if possible. Children access the wide range of toys confidently

and enthusiastically. They play safely because the toys are of good quality and are checked regularly by staff.

Children's safety is fully promoted as there are effective procedures to protect them both indoors and outdoors. For example, a high latch and a safety gate at the main entrance prevent children leaving unsupervised or visitors arriving unannounced. The pre-school operates with a high staff ratio to ensure that children receive appropriate supervision at all times. Children demonstrate a good understanding of their safety, particularly when they are on outings. They walk very carefully, holding onto a long rope and away from the pavement edge. Children's welfare is safeguarded as staff have a good understanding of child protection issues and reporting procedures. The person in charge has recently been on refresher training to ensure she is up to date on any issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and eager to enter the setting. They settle well as they are given good support by staff, who show an interest in them and talk to them about things that are familiar to them. A broad range of activities is planned and delivered to stimulate enjoyment and learning. Children enjoy painting, drawing, modelling, art and craft, free play and outdoor play. Children enjoy lots of meaningful interaction from staff, as staff members fully join in with their play and ask them appropriate questions to develop their thinking and learning. Staff are effective at differentiating activities depending on a child's level of ability, to ensure that all children can participate in all activities. Appropriate development records are maintained for older children, although systems for younger children have not been fully developed.

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and what the learning intention is from different activities. The planning is clear and shows what children are expected to learn from each activity. Planning also shows appropriate challenge for more able children. Staff are clear on how they can differentiate an activity to make it harder or easier for different children. Staff are very effective at helping children to learn through play, using lots of praise and encouragement and appropriate questioning. Effective modelling and explanation techniques encourage children to try new things in a comfortable environment. Staff do not always fully introduce an activity so that children can begin to think about what it is they are doing or looking for. The management of children's behaviour is very good and as a result children engage in play for long periods of time. Effective use of time and resources supports children's learning. For example, staff use pictures to tell the children a story rather than rely on the book and take out a range of resources for children to play with outside. There are effective assessment methods in place, which are up to date and clearly reflect where the children are at, staff demonstrate a good understanding of where their key children are at in terms of progress and next steps.

Children are interested in the activities provided and are keen to engage in play. They are confident in the surroundings and in their interaction with others and they

move around independently. For example, children often approach staff members to ask them to join in a game or to tell them something. Children behave very well, which enables them to enjoy their time at the pre-school. Children regularly explore their local environment as they go on walks into the local village. Children communicate well with others, they use simple sentences and more able children often use more complex words. For example, a child describes a bowl as 'medium' sized. Children enjoy listening to stories, although they do not regularly access books independently. They enjoy making marks and have lots of opportunities to do so during the session. Children recognise their own names as they self-register when they arrive.

Children develop well in their maths, supported by staff who consistently ask them appropriate questions during different activities. Children ably count to five and beyond, more able children count to ten. Snack time is used well to introduce calculation to the children. Children often use size language during their play. Children show curiosity when they explore the regular investigation table, and talk freely about the things on the table, for example, what they smell like, what they feel like. Children use construction blocks to make different shapes and objects, and have access to tape dispensers and hole punches which a child uses to make a mask. However, access to information technology is not always available. Children happily talk about their families, their birthdays, their pets etc, which is well supported by staff who show a genuine interest. Photographs of past events the children have participated are displayed in the hall and assist in developing a sense of time.

There is a good balance of adult and child directed art and craft activities to allow children the freedom to develop their own design ideas and imagination. More able children use good describing words when exploring different materials. Children join in favourite songs and are encouraged to choose what to sing. A child chooses a song and then proceeds to make up his own verse. Children regularly play with musical instruments. Children's physical development is well as promoted as they have daily opportunities to develop their small and large muscle skills. Through discussion and activities children learn about being healthy.

Helping children make a positive contribution

The provision is good.

All children are valued and included. They develop a sense of belonging because staff celebrate their birthdays, there are photographs of the children displayed in the main hall and they have their own peg with their name on. Staff know the children personally as they gather information about their likes and dislikes at the time of placement and spend a lot of time talking to them throughout the session. Children's self-esteem is fostered because staff consistently and appropriately praise and encourage them. For example, when they are playing staff engage in play with them and congratulate them when they do something well or try something new. Children are encouraged to make suggestions about what they want to play with, which increases their decision-making skills. Parents are encouraged to become involved in their child's learning as they help at the pre-school on a rota basis. They receive clear and useful information from the pre-school which ensures consistency of care.

Children with learning difficulties and disabilities receive a high level of support. Careful consideration is given to staffing ratios and deployment so that staff are able to support children on a one to one basis, if appropriate. Good communication between the staff co-ordinator, parents and other professionals means that consistent support is offered and children are able to work towards set targets. A clear written policy supports this. Children behave very well throughout the session. They are considerate of others when playing and will take turns and share the toys and resources. Staff provide effective role models and they often demonstrate what is expected of the children, for example, staff wash their hands before snack and wear a sun hat when they go outside. As a result children are very co-operative, they listen to staff and engage in play for long periods of time. A clear written behaviour policy supports the good practice.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. Parents receive useful information about the Foundation Stage and regular updates on their child's progress. For example, they can see their child's development records at any time and receive a written report once a term which provides detail on what the child has achieved and what the next steps of learning are. Parents are encouraged to feedback their views. They are also encouraged to become involved in their child's learning as children regularly visit the library and take books home to read with their parents.

Organisation

The organisation is good.

Children receive a high level of support and care from staff who are experienced in childcare. High staff ratios and good staff deployment positively supports children's care, learning and play. Throughout the session staff consistently engage with children either in small groups or on a one to one basis. Staff are very good at communicating with each other during the session to ensure children are appropriately supervised and cared for. The attendance by the person in charge at various childcare forums and networks and regular reviews of practice, bring about changes and improvements that positively impact on the care provided for children.

Effective use is made of space, time and resources to provide a positive environment for children to play and learn. Effective induction procedures ensure that new staff receive information that is relevant to their post. A range of clear and informative policies and procedures work in practice to promote children's health, safety and enjoyment, and staff demonstrate a good understanding of them.

The leadership and management of funded nursery education is good. There is clear leadership of the setting by the person in charge, who demonstrates a commitment to continually improve and adapt practice to benefit the children who attend. The aims are displayed within the setting so that all are clear about what they are. Staff are clear about their roles and are supportive of each other. Regular assessment of the nursery education identifies areas for improvement which the staff team work on. Systems have been developed that work in practice to identify any gaps in teaching

and learning of the Foundation Stage.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

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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):

- develop systems that record younger children's progress

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 further opportunities and encouragement for children to develop an understanding of technology and handling books independently

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