



## **The Goslings**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY235841
<b>Inspection date</b>	03 July 2006
<b>Inspector</b>	Jane Shaw
<b>Setting Address</b>	Crewe Road, Winterley, Sandbach, Cheshire, CW11 4RP
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<b>Registered person</b>	The Goslings 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

The Goslings Pre-school is organised and managed by a committee of parents and carers. The pre-school was registered in the current premises in 2002 and operates from the main hall within Winterley Methodist Church, in Cheshire.

A maximum of 20 children may attend the pre-school at any one time. The group is open Monday from 12.15 to 14.45 and Wednesday, Thursday and Friday from 09.30 to 12.00 noon, term time only.

The children have access to one main playroom, toilets and hand washing facilities and use of the hall's main kitchen for the preparation of snacks and drinks. There is access to a rear hard surface play area for outdoor play.

There are currently 30 children aged from two to under five years on roll. Of these, 16 children receive funding for early education. Children who attend are mainly from the immediate location and surrounding villages. The nursery currently supports a number of children with particular needs.

The pre-school employs four members of staff, all of whom hold appropriate early years qualifications.

The pre-school is a member of the Pre-school Learning Alliance. As the group is in receipt of funding for nursery education, they have access to an advisory teacher and other support staff from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for within a clean and healthy environment as pre-school staff have appropriate routines and procedures in place to ensure that the areas used by children are suitable for their needs in terms of health and hygiene. Children are being given opportunities to develop an understanding of the need to keep themselves healthy in terms of personal care and hygiene as they are encouraged to wash their hands after using the toilet and prior to eating their snack. An appropriate sick child policy, which is shared with parents and carers, and available at all times, ensures children are cared for within an environment which is as free from infection as possible. Staff are trained in first aid and are able to respond effectively to accidents or incidents providing the children with appropriate treatment and support. Good systems are in place for the recording of any accidents, incidents and existing injuries to children.

Children's healthy eating is being developed through themes which look at this topic and through the gradual introduction of healthy snacks. Children are being introduced to a range of fruit at snack time, but very much enjoy their morning snack of toast and a drink. Children who attend the afternoon session bring with them a packed lunch and parents and carers are encouraged to ensure that this includes healthy foods. Children's individual needs in terms of allergies and preferences are known to staff and appropriate arrangements are made to address these needs. Staff state that they offer children drinks when outdoors in hot weather but this is not accessible during sessions indoors, particularly during hot weather. The main room used for children's activities lacks ventilation, becoming very stuffy during hot weather, posing a hazard to children's health and safety. Staff do however, take children out of doors in dry weather to compensate for this.

Staff promote children's physical health as they offer them regular opportunities to be out of doors. Children are also offered opportunities to develop both large and small

physical skills through a variety of activities, for example, staff make good use of the hall's rear outdoor space for the children to develop their ball skills, running, and practise for sports day.

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

The provision is good.

Staff make good use of the available space both in and outdoors to provide the children with access to a range of activities and opportunities. Although indoor space is limited, staff ensure that children are able to access a variety of play experiences, for example, imaginary play, craft, construction and experimental play. Outdoor play involves time to 'run around', along with more focussed activities, such as practising for sports day.

Children access a varied range of toys and equipment, which are appropriate for their age and developmental stage. Toys and equipment are regularly checked for safety and hygiene ensuring that children are safe at all times during their play. Toys and activities are matched to themes and are planned and rotated on a weekly basis.

Children's safety is given priority as staff are diligent about their responsibility in this area, for example, visitors to the setting are given instructions to follow in the event of a fire ensuring that children are evacuated promptly and safely in the event of this occurring. Parents and carers are asked to provide sun hats and apply sun protection to their children, and are asked to record in writing if their child is to be collected from the group by someone else, again ensuring children's safety. Children are cared for within a safe and secure environment as staff are alert to the children's safety at all times by the regular checking of areas used, toys and equipment prior to use by the children. Staff keep up to date with everyday, external safety issues, re-evaluating their practice and making adjustments to their safeguards when necessary. Daily checks and more detailed risk assessments are conducted ensuring children's safety at all times. All policies and procedures that relate to children's safety are in place and shared with all concerned with the care of the children.

Children's welfare is given due consideration as staff have an awareness of child protection issues and procedures. An appropriate policy and information regarding procedures and contact details for child protection services are in place and available for staff, parents and carers. This policy makes it clear to staff, parents and carers the group's responsibility to the children, the need for staff to keep written records where applicable and to deal promptly with any concerns they may have regarding a child's welfare.

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

The provision is satisfactory.

Children arrive settled and eager to participate in the activities and opportunities on offer. Younger children who may be unsettled are given good staff support enabling them to join in with activities when they feel ready. Children access a range of play

experiences each day, for example, construction activities, craft, imaginary and experimental play. These activities are organised around themes throughout the year. Staff rotate toys and equipment on a weekly basis to encourage children's interest and enjoyment.

Staff are qualified and have an understanding of the Curriculum guidance for the foundation stage, using this to plan a range of activities. Staff have recently begun to consider the Birth to three matters framework in their planning. Children's learning is supported by a staff team who have different skills and work well together as a team and understand how children learn.

All children access activities and opportunities that satisfactorily promotes their enjoyment and achievement.

### Nursery Education

The quality of teaching and learning is satisfactory.

Children are engaged in activities and opportunities which support their learning and development across all six areas of learning.

Children arrive happy and settled and participate in the activities on offer. Children are confident as they speak in front of one another at circle time and during other activities. They are beginning to develop good relationships with each other and show consideration for one another, for example, one child holds another's hand and leads them to circle time, and a small group of children show concern when another is upset. They are becoming independent as they make choices about their activities during free play and as they put on and take off dressing up clothes with minimal assistance. However, opportunities to further develop these skills, such as, snack time are not built upon. Staff are skilful at engaging children's attention within groups at circle and register time, where children sit well and are engaged. Staff do not always make full use of this skill during sessions to engage children, who on occasions become distracted. Children are becoming competent communicators as they talk to staff and one another at activities using good language and vocabulary. Children are able to make marks and some children are able to write their own name, however, opportunities to practise their mark making and writing skills within role play and at a dedicated writing area are not always offered. Children recognise their own first name as they select their name card upon arrival, and are beginning to match sounds to words and pictures as they join in with a computer game.

Children are developing an understanding of numbers, for example, one child counts beyond ten when count the number of pins on a magnet. They are developing an understanding of mathematical language such as, longer and shorter, as they make two lines before going outside to play. Opportunities to develop children's understanding of mathematical concepts through everyday spontaneous activities, such as snack and register time, are not built upon. Children are developing an understanding of the wider world as they celebrate a range of festivals. They are developing technological skills as they use a computer, telephone, camera and cash register. They are developing building skills as they use a variety of construction equipment to build three dimensional models.

Children's physical development is promoted both in and outdoors, for example, as they practise running races for sports day. They skilfully manage to complete an 'egg and spoon' race showing good skills of balance and hand eye coordination. Children's small physical skills are developed as they use scissors and join together train track. Children's imagination is developing through access to a range of resources, for example, as they play within the vet's surgery and as they excitedly use the varied dressing up clothes.

Activities are well planned and show equal emphasis to all six areas of learning and involve the children in a range of activities. Long, medium and weekly plans are evaluated through discussion at the weekly planning meeting. Staff complete developmental records on all children but do not record observations as they happen. Records of achievement and project books are given to parents and carers as children leave the setting for school.

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

The provision is good.

Children attending have equal access to all activities and opportunities offered. Children are given opportunities to look at others as they celebrate festivals from around the world. Children access some resources that promote diversity, for example, a range of books. Children's spiritual, moral, social and cultural development is fostered appropriately.

Staff are aware of children's individual needs and circumstances and show an alertness to issues and concerns, working closely with parents, carers and other professionals to ensure all children are able to participate fully in the activities and opportunities offered.

Children's behaviour is generally good, they are encouraged to and understand the need to share and take turns with toys, equipment and opportunities and as a result children play cooperatively together, although they are sometimes distracted, particularly at book and snack times. A positive behaviour management policy shows staff are aware of the need to use appropriate techniques and strategies to manage children's behaviour.

Partnership with parents and carers is good.

Children benefit from the positive partnerships with parents and carers. Staff obtain relevant information about children's needs and requirements and other relevant information ensuring that their safety and well-being is addressed. Staff give verbal feedback to parents and carers on their child's day. Parents and carers feel confident in being able to discuss their child's placements with any staff member. During the inspection communication between staff, parents and carers was seen to be friendly and appropriate. Parents and carers spoken to are happy with the care their children receive. They have access to information about the setting, policies and procedures, forthcoming themes and activities. Parents and carers are aware that staff keep developmental and achievement records on their children and staff advise that these are available at all times for them to view.

## **Organisation**

The organisation is good.

Leadership and management is satisfactory.

Children are cared for by staff who are all qualified in early years and committed to their work and the development of the provision. Staff have individual responsibilities within the staff team and are aware of their roles on a daily basis during sessions. Children are cared for within a safe environment as all necessary checks on members of staff are complete. The person in charge is aware of recent changes in legislation and has devised a procedure for the dealing with complaints. However, the group have not yet devised a procedure for dealing with the recruitment, selection and induction of new staff. Appropriate staff-child ratios ensure that children are cared for safely.

The available space is organised on a daily basis. Indoor space is set out prior to children's arrival and offers them access to a variety of play experiences, children also access regular outdoor play opportunities. Legally required documentation which contributes to children's health, safety and well-being is in place, well maintained, regularly reviewed and shared with parents and carers where appropriate.

Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection, procedures for ensuring children's safety have been improved through the amending of the group's child protection policy to ensure information is available on how to deal with any allegations made against staff or volunteers. This policy and procedure is available at all times for staff, parents and carers to view.

The organisation of the pre-school has been improved by including within the group's policy folder information relating to any current committee members acting as the registered person. Organisation has also been improved by ensuring that prior to the use of staff vehicles for transporting children, the person in charge checks relevant vehicle and licence documentation to ensure these are all valid. Further improvements to documentation includes the accurate recording of children, staff and visitor's hours of attendance on a daily basis.

## **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.

## 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 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 fresh drinking water is available to children at all times and that the playroom is maintained at an appropriate temperature during the hot weather
- formulate a recruitment, selection and induction policy in line with recent changes in 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):

- use spontaneous everyday opportunities to develop children's independence skills and their understanding of number operations, mathematical language and concepts. Provide opportunities for children to practice their mark making and writing skills on a regular basis
- consider the grouping of children to ensure they are engaged in purposeful activities and challenges to extend their learning
- develop a system to record observations of children's progress and achievements.

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