



# Northgate St Andrews Pre-school

Inspection report for early years provision

<b>Unique Reference Number</b>	EY314163
<b>Inspection date</b>	10 July 2006
<b>Inspector</b>	Susan Smith
<b>Setting Address</b>	Northgate St. Andrews First School, Northgate Street, Great Yarmouth, Norfolk, NR30 1BP
<b>Telephone number</b>	01493 856515
<b>E-mail</b>	
<b>Registered person</b>	Northgate St Andrews Governing Body
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

Northgate St. Andrews Pre-school was registered in 2006. It operates from a room in the annex at Northgate St Andrew's Community First School, Norfolk. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open from 08:30 to 15:15, Monday to Friday including a lunch club. In addition, it offers an after school club from 15:15 until 18:00. The provision is open during term times only. 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, 13 children receive funding for early education. Children come from the local area. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs four staff. All staff, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted by effective hygiene procedures, for example, staff cleaned the table cloths with anti-bacterial spray prior to snack time. They are learning how to keep themselves well by washing their hands before snack time and after using the toilet. Staff follow the correct procedures for the administration of medication and recording accidents. Written parental consent is obtained to seek emergency medical advice or treatment if necessary, all staff have completed first aid training and the first aid box is adequately stocked. This enables staff to respond appropriately in the event of an accident.

Children are increasing their understanding of the importance of a healthy diet through an excellent choice of fresh fruit and vegetables at snack time such as pear, apple, kiwi and strawberries and milk or water to drink. Children's individual needs are met because all staff are aware of any special dietary requirements. They have some opportunity to develop their independence skills during snack time, however, the older and more able children are not given opportunities to serve themselves drinks. Children who stay to lunch club can have a school dinner or packed lunch and children who attend the after school club are offered snacks such as apple and cheese, jacket potato and popcorn.

Children enjoy an excellent range of physical activities both indoors and outdoors all year round that contribute to a healthy lifestyle. They have regular opportunities for play in the fresh air and to use their bodies in a range of different ways as they run and play on ride on toys. Children are able to take risks in a safe environment as they build ramps and bridges with logs and planks and explore weight and movement with old tyres. Children enthusiastically access the outside area and staff provide a range of activities such as sand, water and sharing stories to reflect the children's preference to play outside. Children are provided with good opportunities to develop their small physical skills through using a range of tools such as scissors, pencils and brushes, which they do safely and with increasing control.

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

The provision is satisfactory.

Children are cared for in a safe and secure environment where staff take steps to minimise risks to children. For example, carrying out daily visual safety checks and

ensuring the entrance to the provision is kept secure to prevent unauthorised access. The indoor and outdoor environment is well laid out so children can move around safely and independently under staff supervision.

Children have access to a good range of safe and suitable toys and equipment that are well-maintained and meet safety standards. Toys and equipment meet the needs of all children and help to create a stimulating indoor and outdoor environment. Child accessible storage units and the broad range of activities set up by staff encourage children to initiate their own play and follow their own interests.

Children's welfare is safeguarded because all staff have attended child protection training and are aware of the correct procedures to follow if they have a concern. However, the child protection policy needs updating in line with recent changes and does not clearly state what to do if an allegation made against staff.

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

The provision is good.

Activities and opportunities provided for children are good. A varied, stimulating and interesting range of age appropriate resources and activities are available. These include a role-play area, sand, water, craft activities, painting, outdoor play and singing, all of which provide interest, stimulation and challenge to help children progress and enjoy their time at the setting.

Children access activities both indoors and outdoors wandering freely to choose from the good and varied range of resources available. Staff are well deployed offering appropriate support and guidance without over directing children's play. For example, children in the role play area initiated their own play becoming pirates. Children are socialising well, developing language and imagination with staff available to offer support and guidance when necessary, thereby, maximising children's learning experiences.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from the staff's sound knowledge of the Foundation Stage and effective teaching helps children make good progress towards the early learning goals. Children are questioned and challenged by the staff, who ask appropriate questions to help children to think and to learn at their own pace. For example, when children find a bee on the bush close to a spider's web, staff ask "What makes a web?" and "Do you know what the web is for?" and follow it up with a discuss about bees making honey and spiders catching flies.

Activities includes all six areas of learning. However, the current planning is very simplistic and does not include the regular curriculum activities. The group has recently changed the planning format because they received advice which indicated that their system was too complicated. However, they preferred this original system which linked with the schools method of planning and are considering using it for next term. A system of recording children's progress is in place, based upon observations and checklists to monitor children's progress through the stepping stones.

Practitioner's are gaining confidence in their abilities to carry out observations on children, however, they do not formally identify the next stage in learning for each child. Children are encouraged to be independent and are able to make their own choices for learning. The curriculum is successfully matched to children's interests which places the emphasis on child-led rather than staff-led activities.

Children enjoy being in the setting. They arrive and part from their parent or carer confidently and soon settle at an activity. They are developing their sense of worth through appropriate praise and encouragement. For example, when being praised for their contribution during circle time and when writing their names forming recognisable letters on their paintings, thus helping to develop confidence and self-esteem. Children's personal independence is developing as they learn skills, such as accessing their own drinks from the water tray and finding additional resources for the role play area. They are cooperative and have regard to routines, for example, they help to tidy up, and are familiar with snack time.

Children explore, investigate and experiment with the resources available. For example, investigating the effects sand has when you pour a sand and water mix through a funnel and to experiment with the paints. They learn about the natural world through discussion and observing the seasonal changes in the outside environmental. Children show good control of the computer mouse and have fun making faces on the computer.

Children are developing their literacy skills as they form letters within their names correctly. However, they do not associate sounds to letters such as identifying the name of the letter at the beginning of their name. They can freely access books which are displayed in an inviting manner to encourage them to sit and look at books. All children enjoy sharing books at group time with a member of staff whether it be outside under the tree or indoors on the carpet. Staff skilfully introduce children to new words such as 'author' and 'illustrator' and engage the children through questions in discussions to further extend their knowledge.

Children are developing their understanding of mathematics, as they count how many boys and how many girls attend the session and they are able to add one number to another, thereby, developing their understanding of calculation. Children are learning about the world in which they live by linking with the school and the adjacent allotments. Children's creativity is developing well through good experiences, such as painting, and dressing up, all of which provides good and varied opportunities to develop children's creativity and imagination.

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

The provision is satisfactory.

Children are highly considered as individuals and successfully encouraged to positively contribute throughout their time at the setting. They are confident, familiar with adults and settle well. Practitioners know the children well and treat them equally.

Children play harmoniously together and show kindness and consideration towards

each other, for example, they share resources in the role play area. Children are beginning to learn right from wrong, they are aware of simple behaviour rules that are clearly displayed and consistently implemented by staff resulting in their good behaviour. Children have their needs met because staff and parents work together and appropriate information is sought from parents to ensure staff know children well.

All children are included within the setting. The setting is considering extending the links with the school to share in the celebrations of festivals to offer further opportunities for children's to develop their knowledge and understanding of the world.

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

Partnership with parents is satisfactory. Parents receive limited written information on the running of the pre-school and no formal information on the Foundation Stage and the six areas of learning. Currently the group is considering producing a regular newsletter to keep parents informed about the termly topics so they can become involved in their children's learning. Information is shared verbally on a daily basis and individual contact books are available for parents to use for continuity of care. Parents give their consent for children's records of progress through the stepping stones to be passed on to the next setting or school, however, they currently do not have formal opportunities to contribute to or share in these records.

## **Organisation**

The organisation is good.

The organisation of space, time and resources, including the deployment of adults, supports children's care and learning well. Practitioners spend all their time with children. They talk to children about what they are doing or have done, help them to achieve and share close interactions. Suitable employment procedures ensure children are protected and cared for by staff who understand child development.

Leadership and management is satisfactory. Although this is the group's first inspection since registration, they are making sound progress toward providing a safe and stimulating childcare environment. There is a friendly atmosphere and the staff do know each others strengths and areas of responsibilities. Initially the school and the staff team worked together to develop the pre-school, however, advice from external agencies has been contradictory to the practices used within the school and has, therefore, had a detrimental effect on this partnership.

All staff are committed to continuous improvement and development. Informal evaluation of the provision through regular meetings enable staff and committee to review the quality of the education and plan for the future. Staff have a satisfactory awareness of the Curriculum Guidance for the Foundation Stage and how to apply this to support children's development.

Overall, the range of 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.

## **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):

- keep a record of complaints relating to the National Standards and any action taken
- update the child protection policy in line with the Local safeguarding Children Board to include a procedure to follow if an allegation is made against staff

### **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 information for the parents on the Foundation Stage and develop ways in which they can be involved in their children's learning
- provide more opportunities for children to hear and say initial sounds in words and know which letters represent some of the sounds
- ensure planning identifies learning opportunities in the everyday routine curriculum and is linked to the stepping stones and that assessment records identify the next step of learning for all children.

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)