



Glebelands Pre-School & Out of School Club

Inspection report for early years provision

Unique Reference Number	EY278551
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Inspector	Patricia Bowler
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Registered person	Glebelands Pre-School and Out of School Club Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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

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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?

Glebelands Pre-school and Out of School Club Ltd opened in 1995 and operates from a mobile classroom within the grounds of Glebelands Primary School in Leicester. A maximum of 26 children may attend the setting at any one time. The pre-school is open each weekday during term time from 09.00 to 15.00. The Out of school care operates from 08.00 to 09.00 and from 15.00 to 17.30 during term time and from 09.00 to 15.00 during school holidays. All children share access to a secure outside play area.

There are currently 71 children aged from two to under eight years on roll. Of these, nine children aged under four years receive funding for early education. Children come from the local and surrounding area. The setting currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The setting employs 10 members of staff. Of these, 7 hold appropriate early years qualifications and 2 are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained environment. Their health is effectively promoted through vigilant policies and procedures, which are consistently followed by staff, to ensure they are not exposed to cross-infection. A range of cleaning products ensure all surfaces, especially tables used for snacks and meals are appropriately cleaned for their purpose. Children consolidate their own understanding of simple hygiene practices through regular daily routines. They understand the importance of washing their hands as they address their personal needs. Children independently access facilities following messy activities at a separate hand basin within the play area. Most children know how to activate liquid soap dispensers to promote their independence and access disposable towels from low level dispensers.

Most staff have attended first aid training and equipment is readily accessible and routinely checked as part of the daily risk assessment. This enables any accidents to children to be managed appropriately and detailed accident records ensure parents are fully informed in order to monitor any adverse effects.

Children have regular access to outside play. They use space in the enclosed play area to experience a range of activities, including fixed low level balance apparatus. However, outside play time is not always used to best effect to develop children's physical skills.

Children experience a broad, and varied, range of well-planned, nutritious snacks served by staff wearing appropriate protective clothing to maintain hygiene levels. A milk bar system operates where they access food and drink as they require. They decide when to have their snack and further increase their confidence and independence as they learn to pour drinks and serve their own foods. They choose between milk and water and enjoy a range of foods including biscuits, apple and dried fruit. Children use large spoons to select from bowls of fruit and engage in conversations about the positive effects of foods on their growth and development. They eagerly join in a discussion about milk and its link to growing strong bones and teeth.

Most children bring packed lunches from home. Important information is provided to parents to ensure suitable foods are provided as there is no facility for fridge storage. Attention is drawn to certain foods such as those containing nuts and a request not to include these protects children with possible allergies. Parents are requested to provide cool packs during hot weather so foods remain fresh until required. There is an option for children to have hot lunches ordered from the school. These arrive in hot containers and are systematically checked to ensure they are at the correct temperature before being served to children. The lunch period is valued as a time for children and staff to sit together and interesting conversations develop about different foods. Children talk about their favourite foods linking these to meals at home. Two children discuss preparations at home for the impending festival of Diwali and family members who will attend to share celebration meals.

Quiet areas are available for children to rest and relax. They sit on beanbags and cushions in the book area where they quietly enjoy looking at books and age appropriate comics and magazines. Floor mattresses are available if children require.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

High regard is given to ensure children are cared for in a safe environment. Robust systems, including secure entry doors protect children from visitors, who are admitted after using the doorbell, intercom system and production of appropriate identification. Visitors and parents are reminded to maintain security with written direction to ensure outer doors are closed as they arrive and depart and visitors are to be admitted only by the staff.

Good procedures, and consistent risk assessment, including an effective daily routine carried out by a designated staff member, ensures all areas accessed by children are safe and any hazards are minimised. Attention is included to check the outdoor area is free from litter and waste materials and gates are bolted to ensure the outdoor area remains secure after parents and carers have left. Emergency escape procedures are established and clearly displayed. Children know what to do if the trigger action of a blown whistle is instigated and practice evacuation through regular fire drills.

Children are cared for by qualified, experienced staff and thorough clearance procedures ensure they are suitably checked and vetted. Health and safety procedures are diligently followed, by all staff, to maintain children's safety.

Children move confidently around the setting. Furniture is suitably arranged to enable them to move freely, and access play resources. Children are beginning to understand the consequences of their actions and listen carefully as staff explain issues such as not throwing sand. An issue of mopping up spilt drinks at snack and lunch time evolved into a conversation about the possibility of slipping, especially if it is water as this cannot always be seen. Older children independently fetch disposable towels to assist in mopping up.

Robust procedures including a head count of children as they access the outdoor play area promotes their safety and ensures staff are fully aware of the children in their care. The number is recorded on a wipe board at the entrance door and checked as children are counted back into the setting. A similar system operates for the transfer and collection of children attending the breakfast, lunch and after school provision. Children's names are recorded in a specific book which is signed by staff both at the setting and school as children are checked in. Younger children, under eight years are collected from their classrooms and taken to a designated meeting place within the school. Once all children are present they are counted and records are signed by a school representative before they walk across to the pre-school setting.

All children wear tabards bearing the setting logo when they engage in outdoor activities. These work effectively during the transfer of children to and from the out of school provision to clearly identify and minimise the risk of lost children. However, when these are worn by the pre-school children during outdoor play a combination of them not being securely fastened and also being too big for the very young children pose risks to their safety. A very young child

was at risk of tripping as the unfastened tabard slipped forward nearly touching the ground and a trailing strap was at risk of tangling in a wheeled toy ridden by another child.

Children are protected from harm because staff understand their role in child protection, and are able to put appropriate procedures into practice if necessary.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff use the 'Birth to three matters' framework effectively to plan and promote opportunities for younger children. They experience a varied range of activities which contribute to their overall development. Children are developing confidence to join in large and small group activities and make informed choices about their play. They enjoy playing with natural resources including sand and imaginative methods to find hidden objects encourage them to experience feeling different textures. Warm relationships with staff enhance children's sense of belonging. Staff sit with children in small groups, sharing books and engaging in activities to build and extend social skills. Children are beginning to share and take turns and develop an understanding of the needs of others with adult support. Children are supported well to persist in completing tasks such as building train tracks and continued use of praise and encouragement gives them a real sense of achievement on completion. There are good opportunities to develop their imagination and fine manipulative skills in role play situations.

The quality of teaching and learning is satisfactory. Staff have sound knowledge of the Foundation Stage, a reasonable range of teaching methods and an adequate understanding of how children learn. They provide a varied range of activities and experiences although these are not always appropriate to children's development and capabilities. Planning includes a range of interesting topics to include most of the cluster areas and detailed evaluation procedures identify any improvements to impact on children's learning and enjoyment. Monitoring procedures are satisfactory and used successfully to identify ways to improve teaching

Assessments and observations are satisfactory with new progress records being introduced to improve on the current system. Information is clearly recorded showing informed detail of planning for the next steps in children's learning.

Staff make effective use of good behavioural strategies to promote positive outcomes for children. They give good support to children with additional needs and work effectively with other agencies.

Children are confident. They separate happily, or with adult support from their carers and have warm relationships with staff as they join together initially as a group. A registration period welcomes individual children as they eagerly join in a song to say "hello" to each child by name increasing their awareness of peer names. They respond to a greeting such as "good morning" returning this to the staff member taking the formal register. Good opportunities to count and recognise large numbers are used as they count and identify how many children are present.

Positive peer group relationships are fostered as children work well in small and large groups. They are beginning to share and take turns and demonstrate an understanding of the needs of others. They learn about spatial awareness and time as they operate large sand timers to denote how long they have on the computer before allowing the next child a turn. Positive behaviour is enhanced by sensitive intervention from staff to enable children to learn right from wrong. They respond appropriately in situations of conflict. For example, a child disrupting the formation of an intricate train track by a group of children was successfully diverted to an alternative activity and an issue of snatching toys was resolved with the return to the other child concerned. Children are swift to apologise and accept outcomes as staff explain appropriately and support children with positive reassurance.

Children are interested in the activities which are attractively presented to meet the six areas of learning and make informed choices about their play. They eagerly access permanent opportunities to support role play, access good quality books and natural resources such as sand. However, organised creative activities remain the same for both morning and afternoon sessions and do not offer sufficient variety for children who stay all day.

Some activities, for example, rolling a dice to identify the number of spots to stick on a picture of a giraffe, fail to meet the identified outcome because the complexity is beyond the capabilities of most of the children to connect dotted numbers to quantity. They were more interested in completing the creative activity of sticking and rolling the dice interrupted their concentration and enjoyment. A collage activity at the creative table was more successful as children selected from material, tissue paper and wool to make teddy bears. They use glue spreaders independently with age appropriate skills and enjoy scrunching tissue paper into small balls before fixing to their teddy bear. They carefully place eyes, noses and mouths to gain awareness of facial features.

Children sustain good levels of concentration in some activities, persisting in tasks to completion. A small group of boys spent considerable time erecting an intricate train track with a member of staff. As she withdrew they engaged in imaginative play as they steered the trains to collect milk and chocolate from factories along the track. " You make chocolate from milk you know" said one child and another joined in by saying " and cheese strings, that's why they're good for you."

Staff pose questions to children playing in the dough when it is noted to be sticky. Children playing at this activity were asked how to resolve this, relying that flour is needed. They enjoy squeezing the dough as they roll it in the flour to form a consistency which they are then able to mould successfully.

Skills in personal independence are age appropriate and some children are competent with their self-help skills. They put on their own shoes and make good attempts to put coats on for outdoor play. Younger children make good progress with adult support and proudly pull up zips initiated by staff. They make good use of dressing up opportunities to increase dressing skills. They recognise their own personal needs and are developing good hygiene practices, washing their hands without adult prompting following toilet use. There are good opportunities for older and more able children to reach their full independence potential as they pour their own drinks and serve themselves from fruit bowls at snack time. Spills are dealt with calmly,

involving children seeking disposable towels in order that confidence is not diminished as they gain skills in dexterity and coordination.

Children are confident communicators. Most children recognise their names and select and place these on a designated board as they self register on entry. They listen and respond appropriately to peers and adults especially when they are designated tasks when tidying away. They eagerly join in songs and jingles choosing animals to sing about in a favourite song. Older children listen intently to a story as they remain together as a group when younger children go outside to play. They listen as the adult explains that the book was written by two people as they discuss the title and content of the story. They laugh gleefully as the bear in the story lands on his bottom in the rubbish tip and delight when he is returned safely to his owner. They discuss toys which they take to bed and how they would feel if these were lost. Children expressed feelings of sadness if this was to happen. They agree as a group that the little boy in the story would feel very glad to have his bear back. Although this was a very positive experience children do not sustain interest in stories at the end of the session when up to four different ones are initiated by staff supporting small groups.

Communication in role play activities is used effectively to enable children to acquire a wide vocabulary and initiate early mark making. Notepads and pencils are used by children to make shopping lists as they discuss this with staff. They discuss which shops they will visit including a bakers shop where they make "lovely" cookies.

The outdoor area is used on a regular basis to enable children to experience fresh air and exercise. Low level balance apparatus is a permanent feature and children are developing well with adult support. They ride wheeled toys confidently and are able to propel and pedal with developing skills. Resources are not always sufficient in total for the number of children present and there are missed opportunities to engage in activities to promote physical skills such as running, jumping and hopping.

Children are developing a very good awareness of the world around them. Resources are used effectively to encourage their awareness of diversity and they are learning about the natural world through practical activities such as plant growing. They make effective use of intermediate communication technology in their play. Overall, children are making satisfactory progress towards the early learning goals given their capabilities and starting points.

Helping children make a positive contribution

The provision is good.

Very good relationships are fostered with parents. Excellent information is provided about the setting and procedures for discussing and recording information about children ensures their individual needs are met well. Newsletters and meetings with key workers provide opportunities for staff to share children's progress and have open discussions with parents about the care of their children. A series of taster sessions are available and parents accompany children for a minimum of three sessions prior to them starting. This allows children to become familiar with staff and daily routines and helps them to settle when parents no longer attend.

Children's sense of belonging is enhanced through daily contact using both written and verbal communication to ensure staff and parents are kept fully informed. Documents are routinely up dated to ensure all information is both current and relevant to ensure effective communication is maintained. Written information is provided if, for instance full time children have not eaten well at lunch time so parents can compensate for this as required.

Children benefit from the staff's positive awareness of equal opportunities and inclusion of all children. They work successfully with other agencies to ensure children's individual needs are met. Very strong links are established with the local special educational needs coordinating officer and the staff member for the group has attended appropriate training courses and is accomplished in her role to support children.

Children make active choices about their play and use their initiative in most indoor and outdoor activities. They develop good relationships with peers gaining skills to negotiate and are learning to work harmoniously with others and respect their needs. Children's behaviour is generally very good. They eagerly help with designated tasks to help to tidy away and proudly select stickers given to reward their help.

There are very good opportunities provided for children to become aware of the world around them. Toys, resources and activities promote positive images and attitudes to diversity as they engage in practical activities and celebrate a variety of festivals to reflect the community in which they live.

The quality of the partnership with parents is good. Discussions with parents, during the inspection, resulted in many positive comments about the good care their children receive. Reference was made to staff being fully committed, and caring, and generally very approachable. One parent commented "all children are treated as individuals and the care is adapted to meet these. Children with additional needs are treated as normal children with disabilities rather than disabled children."

Children's spiritual, moral, social and cultural development is fostered through positive staff interaction to build warm, caring relationships with children in an environment where they develop respect and awareness of the needs of others.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. They receive good levels of care, appropriate to their age and developmental stages as good procedures are established to maintain the required adult ratios as more than the required amount of staff are always present.

Children's care is enhanced by the staff's understanding of the setting's comprehensive policies and procedures to protect children and promote their well being. They have good opportunities to attend additional training to enhance the quality of care given to children.

Robust procedures are established for the recruitment and employment of staff. Most of the current staff group have been employed and working together for a long period of time. They work consistently to maintain good levels of care for children. Regular meetings and individual appraisals ensure these standards are maintained.

There is a good balance of indoor and outdoor activities to extend play and learning opportunities and staff organise time well to allow the children to be cared for in small groups. However, arrangements for the preparation for outside play can sometimes result in too many children being confined to the cloak room area as they wait for all children to change their shoes, fasten coats and put on tabards.

The quality of leadership and management is satisfactory. The manager has experience within a range of day care settings. Her role within the setting is to oversee the care and education of the children attending. She expects staff to maintain high levels of commitment to plan, and provide, this for individual children. She takes an active role in being with children and spends time playing and interacting with them. She monitors staff working practice which is then followed through at regular appraisal meetings.

Improvements since the last inspection

At the last inspection the setting was requested to ensure that all accidents are recorded appropriately to include date and time of incident and that parents sign the accident book for existing injuries and to ensure that the child protection statement is shared with parents.

Clear records are maintained including the date and time of all accidents to children. Parents are requested to inform staff of existing injuries received at home which are recorded appropriately. The child protection statement is included in the setting prospectus so parents are fully aware of the setting's responsibility to the care and welfare of children.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint raising concerns about the supervision of children and the use of inappropriate language and the organisation of activities. Ofsted conducted an unannounced visit by a child Care Inspector to consider these concerns against National Standard 1: Suitable person, National Standard 2: Organisation, National standard 3: Care, learning and play, National standard 6: safety, National standard 11: Behaviour and National standard 12: Working in partnership with parents. Following the visit there was no evidence to suggest these standards were not met and no further action was taken. The registered person remains qualified for 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):

- ensure that children can play safely outside through a combination of supervision and protection from hazards
- ensure that staff are deployed effectively within the premises to ensure the safety, welfare and development of children.

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 a sufficiently varied range of activities through out the day to maintain children's interest, especially for those children who attend all day. Ensure these are age appropriate, especially for younger children to promote and support their play and learning
- use the time at the end of each session to better effect to ensure the small group time is beneficial to children's learning and enjoyment
- make better use of the outside play area to provide opportunities for children to develop their physical skills.

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