



Twincle Pre-School

Inspection report for early years provision

Unique Reference Number	305404
Inspection date	20 September 2006
Inspector	Sue Anslow
Setting Address	Church of England Primary School, Wincle, Macclesfield, SK11 0QH
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Registered person	Twincle Pre-School Committee
Type of inspection	Integrated
Type of care	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.

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?

Twinkle Pre-school is run by a sub committee of the school governors of Wincle Church of England Primary School in Wincle, Cheshire. It opened in 1996 and operates from a mobile classroom in the school grounds. The school is situated in a rural area mid way between Congleton, Macclesfield and Buxton. A maximum of 12 children may attend the pre-school at any one time. The pre-school is open four days a week, except Tuesday, from 09.15 to 15.15 during term time only. All children share access to an enclosed outdoor play area.

There are currently 12 children aged from two to under five years on roll. Of these, six children receive funding for early education. The pre-school supports children with learning difficulties. The pre-school employs three members of staff, two of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is protected and promoted through good routines and staff's knowledge of the sick children policy. Children wash their hands before eating and after using the toilet and are learning about the effect of 'nasty germs'. For example, they told staff to wash the spoon after it had fallen on the floor during a baking activity. Good hygiene is promoted well within the setting. Surfaces are cleaned with anti bacterial spray and bins with lids are provided for tissue disposal. However, children do not have plates provided for their food at snack time, which compromises good hygiene practices in this area. Healthy snacks are provided mid morning and mid afternoon and children staying all day may bring a packed lunch or eat a freshly cooked school dinner. Children learn about healthy foods through a variety of activities and they enjoy planting, tending and harvesting tomatoes, potatoes and beans in the pre-school garden. Children's independent access to fresh drinking water is limited, although adults ensure they have plenty of drinks during the session. Effective systems are in place to ensure children's individual dietary needs are met at all times and parents are consulted regularly.

Children enjoy a good range of planned and spontaneous activities which enable them to explore and extend their physical capabilities. They are confident when using a range of wheeled toys and climbing equipment and they move safely and with increasing control, both indoors and outside in all weather conditions. Splashing in puddles, riding bicycles round shapes drawn in the playground, dancing and throwing balls and bean bags to each other promotes physical development, healthy routines and a love of sports. The children use a range of small tools and play materials, such as scissors, construction kits and peg boards which enhance their hand eye coordination and manual dexterity.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children freely explore the warm, welcoming environment and enjoy easy access to a range of resources and natural play materials. They grow flowers and vegetables in their small garden and enjoy a range of activities with sand, water and baking ingredients. These activities stimulate children's imagination and extend their learning experiences. A range of activities are prepared and set out for each session, although children may request and select different items if preferred. Freedom of choice and independence is promoted through good access to low-level shelves and drawers and all equipment is kept clean and regularly checked for safety.

Children's safety and security is protected by close supervision and effective procedures followed by staff. Children learn how to keep themselves safe through a variety of activities and discussions with the staff, for example, not touching the baking trays when they come out of the oven, staying close to the wall or hedge when outside the school grounds and what to do when the fire bell rings. Effective systems are in place to ensure that children are collected by named persons, with suitable arrangements for emergencies. However, a written procedure for staff to follow in the event of a child going missing is not in place, compromising children's safety in this area. Children's welfare is well protected by staff who have a sound knowledge

of child protection procedures. Staff have attended training and are aware of their responsibilities with regard to recording and reporting any significant concerns. Procedures are shared with parents in the policy booklet, available to all new parents and displayed in the entrance hall.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the setting. They enter the group happily and quickly leave their parents to play with their friends. Clear plans are in place to ensure that all children take part in a range of interesting play and learning opportunities, providing stimulating and enjoyable games and activities. Children are engaged in a range of purposeful activities, such as baking gingerbread men, making fields for the farm animals in the sand, ballet dancing and creating different patterns with the peg boards. The children enjoy a range of craft activities and their own work is attractively displayed. This promotes their imagination, creativity and self-esteem.

Children receive lots of support, encouragement and contact from the staff, which means that they feel safe and secure in the care of familiar adults. Staff are very knowledgeable about the children and they use this information well to meet their needs. The children enjoy a range of activities that are appropriate for their age and stage of development. They are encouraged to help one another, for example, when washing their hands, handing out snack food or tidying up. Children are confident and eager to learn. They excitedly compare their gingerbread men after cooking and can not wait to taste them. Staff ask children open ended questions enabling them to think and communicate. For example, 'How many legs does your horse have' and 'What colour is the sugar we use in the gingerbread dough'.

Nursery Education

The quality of teaching and learning is good. Staff have an extensive knowledge of the Curriculum guidance for the foundation stage and plan a range of interesting activities across the six areas of learning. Staff attend ongoing training and have good links with the school and Sure Start advisors. The staff team work well together and have recently introduced a key worker for each child to ensure continuity of care with the parents. Staff provide the children with a good range of well planned activities that actively engage their interest, for example, baking gingerbread men from raw ingredients which they have weighed, tasted and smelled and making kites from card, coloured paper and string.

Children are confident to see to their own needs and are eager learners. They are beginning to recognise letters and words as they pick out their own names on arrival and find their named place mats at the snack table. Children practise their mark making skills in the writing area and are learning to link sounds to letters as staff point out the initial letters of their names and other words beginning with the same letters. This enhances and contributes to the children's emerging writing skills and language development. Children enjoy looking at books and listening to stories read by staff and activities are linked together to extend children's learning. For example, reading the story of the gingerbread man after baking their own gingerbread men and dressing up as ballet dancers to dance around the room after listening to a story about a ballerina. Music and drama form part of the curriculum plans and children often attend theatre group performances in school during the year.

There are good opportunities for children to recognise letters and numbers around the environment, such as alphabet and number lines, clock faces and labels on toy boxes. They confidently count how many children are in the room and how many spoonfuls of syrup they need to add to their mixture. Children are beginning to learn simple calculations, for example, working out how to divide one lump of dough between four children. They learn to take care of living things through planned practical activities, for example, planting tomatoes, potatoes and beans in the garden, which leads to discussions about healthy food and where it comes from. Children use construction kits adeptly and enjoy making models with a range of materials. These activities promote children's fine movements and hand to eye coordination. Creative and imaginative play is promoted well to excite children's interest and curiosity and a telephone, microwave and scales help children understand communication and technology, although using a computer would further enhance these concepts.

Helping children make a positive contribution

The provision is good.

Children have equal access to all play activities ensuring each child is valued and included. Staff know children well and are knowledgeable about their individual needs. Children are developing a good understanding of their local community and the wider world through planned and spontaneous activities. Some positive images of different cultures and disabilities are reflected in books, posters and play figures and children with special needs are welcomed and included in the pre-school group. This gives all children a good learning experience and enhances respect and self-esteem.

Children behave very well in response to good staff supervision and attention. They understand the need for safe boundaries both indoors and outside and respond well to the staff's requests, such as at tidy up time when asked to put the toys away or not to touch the hot baking trays. Children receive lots of praise and encouragement for their efforts, achievements and helpfulness which has a positive impact on their confidence and self-esteem. Children are polite as they share resources and take turns to mix the dough during the baking activity. They show affection and consideration for each other, for example, allowing a younger child to stand in front in the dinner queue and greeting new children who arrive for the afternoon session. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents receive good quality information on their child and the setting which includes daily exchanges of information, regular newsletters and copies of the pre-school policies when they first start. Staff liaise closely with parents to provide continuity of care and they value information provided by parents about the child's routine, abilities and preferences when they start pre-school. However, this information is not recorded, which hinders the plotting of individual children's progress and learning. Parents are supportive of the setting, appreciating the service offered, the friendliness of the staff and being involved with the activities. For example, providing some family photographs for display in the 'me and you' project. Notices displayed in the entrance hall provide parents with detailed information about the Foundation Stage curriculum and how staff help children achieve the early learning goals, step by step.

Organisation

The organisation is good.

Leadership and management is good. Staff work well together and have a secure understanding of their roles and responsibilities. Clear, effective recruitment and vetting procedures ensure that staff are suitably qualified, experienced and have a child centred approach. Regular appraisal systems ensure staff's development and training needs are met, to benefit and enhance the children's care and learning.

Children's health, safety and care is well supported by detailed policies and procedures which are included in the parents' brochure and displayed on the notice board. Records are kept as required and confidentiality is respected and maintained, thus ensuring good management of the children's welfare. Each child has their own key worker who liaises closely with parents and keeps developmental records up to date. This ensures good continuity of care and progression through the stages of learning.

The qualified and experienced staff significantly improve the quality of care and education for all children. Staff work with the children consistently on a daily basis, ensuring that they are fully supported with their learning and development needs. The environment is well organised to enable children to move freely between different work areas, providing freedom of choice to promote their growing independence. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The provider was asked to develop various aspects of documentation to improve the quality and management of children's care. These have all been completed satisfactorily to the benefit of the children's health and safety.

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.

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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):

- enable children to access fresh drinking water independently.
- devise a statement of procedures to be followed in the event of a child going missing.

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):

- seek and record parent's views on what their children know and can do in order to inform the starting point for teaching and learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk