

Pingawings PreSchool

Inspection report for early years provision

Unique Reference Number EY333573

Inspection date 13 September 2006

Inspector Mary Wignall

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Registered person Pingawings Pre-School

Type of inspection Integrated

Type of care Sessional 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

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 satisfactory. 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?

Pingawings PreSchool has operated since 1985. It moved to its current address in October 2006. The main areas used are the main hall and associated facilities. The setting is open each weekday from 08.45 to 12.15, and play scheme sessions are offered during the school holidays. There are currently 14 children on roll. Of these, nine receive funding for early education. A team of four staff work with the children, three of whom hold appropriate early years qualifications. The setting is a member of the Pre School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The practitioners promote the children's health by implementing sound hygienic practices to ensure the children eat and play hygienically. They make best use of the facilities available to ensure the children wash or sterilise their hands before eating. The children learn about good hygienic practices by the practitioners' clear instructions, though not by clear explanations to

develop their understanding of them. The practitioners make sure all areas and equipment used by children are sufficiently clean. Sound procedures protect children when ill or on medication, although the setting's systems for obtaining parental permission for emergency medical treatment or advice are not implemented. This means not all children are protected by such consent in the case of emergencies.

The practitioners plan indoor activities to encourage children's physical development, as currently there is no outdoor play area. The children make best use of the space. They enjoy riding small bikes and throwing balls. They explore the 'bear cave' made with the climbing frame which increases their spatial awareness and control of their bodies. A music teacher takes a weekly music and movement session with the children. Most of the children join in the actions, encouraged by the practitioners' enthusiastic example. The children benefit from a range of healthy snacks. They sit at the table in a social and pleasant manner. Some of the children use the time to catch up with each other's news as eat their snacks of raisins, fruit and cereal.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children play securely in the premises which the practitioners have made welcoming for them. The room is decorated with posters, displays and some children's work to interest the children. Parents have a notice area where relevant information is displayed to inform them about the setting. The children benefit from good quality toys in a range of textures and materials which they find interesting and fun. Children comply with safety instructions from the practitioners and at times are given explanations to develop their understanding. The practitioners have planned various areas of activities for the children, separated by room dividers. This enables the children to move around easily making choices about their activities. The dividers are temporary and can be moved when desired. Some of the dividers have sharp edges which are a safety hazard to the children.

Care of the children is supported by a range of policies and procedures implemented to promote the children's safety. For example, risk assessments are completed and relevant information is requested from parents. Child protection policies and procedures are in place, although they are not in keeping with the National Standards. They do not have the relevant contact details and do not have procedures to be followed in the event of an allegation against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident in the setting which creates a positive learning environment. Children are well supported as they arrive at the setting. The practitioners use their knowledge of the children well to help the children feel welcome and part of the setting. They chat about family news as they make sure the children find activities of interest to them. Children happily use their initiative to move independently. They choose their own activities from the wide range of clearly set out toys, enticing them to explore. The children are given time to explore the activities available and make up their own games with the toys. The practitioners talk to the children throughout the session. They join in appropriately with their games to share ideas and have fun. Some of the children play imaginatively in the kitchen, offering the practitioners their carefully prepared meals. Others are engrossed in the soil and water as a practitioner stands reassuringly close by to help when necessary.

Nursery Education

The quality of teaching and learning is satisfactory. The practitioners have a sound knowledge of the foundation stage. Plans are used to identify what the children learn. These are based around adult-led activities with the children and the organisation of a wide range of activities for the children to use independently. As a result the children are engaged in purposeful activities and are making satisfactory progress towards their early learning goals. Recording systems are in place to record what the children have achieved or learnt. The systems are currently being revised to incorporate the Birth to three matters framework. Current recording systems are not being consistently completed. This means observations are not consistently recorded. They are not used to assess children's development and progress or to identify the next steps in children's learning. As a result, the children do not have their learning consistently reinforced or are not always sufficiently challenged.

Children have good relationships with the practitioners and generally behave well. The children use their imagination during role play activities, either making impromptu meals in the kitchen or moving to music with the music teacher who attends weekly. Practitioners encourage the children to join in, supporting their enjoyment by joining in with enthusiasm and excitement, offering a good role model for the children. The children clearly enjoy the session as they offer the teacher big hugs at the end of the session. The children are developing their confidence in talking and listening as the practitioners talk or read stories to them. At times, the practitioners develop the children's interest in words by using new or exciting words as they describe the sounds the water makes. The practitioners read with expression bringing the story to life. Most of the children listen, wide eyed, with the more confident children eager to join in the bits they remember. The children learn print has meaning as most toys and equipment are labelled and low level for the children to see. The practitioners label the children's work for the children to see, with some children beginning to write their names for themselves. The practitioners ensure all children have opportunities to develop their early writing skills in planned activities in smaller groups. They colour in bears or make a 'bear cave' they can take home when finished. The children have access to pens and paper, although only a few children seek out to use these independently.

Children are developing their number skills as the practitioners regularly plan appropriate activities. The children see numbers throughout the session and have a range of opportunities to play with good quality toys exploring shape and size. Most of the children are able to count up to five. Some children can count up to ten which they are happy to show in the adult-led activities. Children are less confident outside of the planned, adult-led activities and do not regularly count independently in their own play.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about the wider world by the practitioners' planning of appropriate activities and resources. They are treated with respect as the practitioners talk and listen to them, answering their questions and chatting to them. The practitioners have a sound understanding of special needs and follow up any observations with parents. They have links with local agencies to ensure the children's needs are met. Children's behaviour is managed by a range of satisfactory methods. Children are offered praise or given instructions with which they comply. At times, challenging behaviour is managed well. The practitioners intervene sensitively to encourage all children to join in the session in an acceptable manner. This increases all the children's interest and participation.

Partnership with parents and carers is satisfactory. The practitioners value partnership and have satisfactory procedures to develop partnerships. Relevant care details are shared at the beginning of the placement and recorded confidentially to ensure care is appropriate for each child. Parents receive ongoing information about the setting and the children's activities. Parents of pre-school children receive more detailed information about their child's progress and development. Parents chat with the practitioners at the end of each session about their children, in a relaxed atmosphere.

Children's spiritual, moral, social, and cultural development is fostered. The children feel comfortable in the setting as the practitioners chat and welcome each child and parent individually into the setting. Children are encouraged to listen to others and learn about their own and other communities in planned activities. For example, acknowledging cultural festivals or visiting their local library.

Organisation

The organisation is satisfactory.

Space and resources are use sufficiently to support children's care and learning. The children are sufficiently confident to choose their own activities and move freely in the setting. The well established team of practitioners use their knowledge of the children to make them feel at ease and settled. Overall the provision meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. The managers organise meetings for the practitioners to share ideas and receive relevant information. They are aware of the need to review documentation in keeping with current guidance, although it is not always sufficiently monitored to ensure procedures are effectively implemented.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- further promote children's health by ensuring systems to obtain parental emergency medical treatment or advice are implemented
- further promote children's safety by ensuring room dividers are safe for children, and ensuring child protection procedures are in keeping with the National Standards.

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):

- ensure observations on children are consistently recorded and used to assess children's development and progress and to identify the next steps in children's 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