



## **Linx Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	303246
<b>Inspection date</b>	15 November 2006
<b>Inspector</b>	Angela Howard
<b>Setting Address</b>	Lilly Hall Road, Maltby, Rotherham, South Yorkshire, S66 8BE
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<b>Registered person</b>	Linx 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 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?

The Linx Pre-School opened in 1982. It operates from a dedicated room within the Lynx youth and community centre in Maltby in the borough of Rotherham. The pre-school have a separate entrance, toilet and outdoor play facilities. The setting serves the local community.

There are currently 44 children on roll, including three children who receive funded education. Children attend for a variety of sessions.

The pre-school opens from 09.00 to 11.30 and 12.30 to 15.00 five days per week term time only. There are seven members of staff, of whom four are appropriately qualified. The setting receives support from a community teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The provision of healthy, nutritionally balanced snacks and free access to drinks ensure children are well nourished. For example, fresh fruit or wholemeal toast is offered and drinks of water or milk. This results in children learning about the importance of healthy eating.

Children are cared for in a clean and hygienic environment. They are beginning to learn about simple personal hygiene practices, such as washing their hands after using the toilet. However, not all children use the wipes to wash their hands before eating snack. Although all written procedures are in place to manage accidents and to allow administration of medication, they do lack sufficient detail to meet regulatory requirements. For example, the accident records have some parents' signatures missing. The medication records do not acknowledge administration of medication, and some parents have not signed registration forms to allow staff to seek emergency treatment. This compromises the continuity of care for children in the event of an accident or administration of medication.

A variety of physical activities are offered on a daily basis, which contributes to children's overall physical well-being. They access the outdoor play area daily. Children move around skilfully and safely, successfully negotiating space and obstacles. They manoeuvre wheeled toys and throw and catch balls confidently. However, more able children are not fully challenged as the range of physical activities is limited.

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

The provision is satisfactory.

Children are cared for in secure premises and benefit from the use of an appropriate range of safety equipment. Staff regularly check for hazards. Therefore, children are able to move around freely and safely. Staff are vigilant as they support children in their play. For example, children are closely supervised as they explore outdoors and the thorough and effective procedures in place to gain access to the building ensure children remain safe. Children are actively encouraged to be aware of their own safety and learn how to avoid accidents. For example, the clear explanations given to children about not climbing on furniture give them opportunities to practise what they can do in safe surroundings.

Children access a broad range of equipment that is well maintained. It is thoughtfully presented at a low level, which encourages children to play independently. Staff carefully monitor and supervise children's choice of toys to make sure they are safe and appropriate for their age and stage of development.

Children's welfare is effectively safeguarded because all staff fully understand their role in child protection and are able to put appropriate procedures in to practice if necessary.

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

The provision is satisfactory.

Children are happy and feel secure in the setting because staff take time to get to know them and build trusting relationships. There are flexible daily routines to allow children to pursue their own interests so that they discover more about what they like and dislike. They make their own choices from a wide range of resources. Therefore, children play happily, independently and use a range of resources that are age appropriate.

Children are provided with plenty of opportunities to play imaginatively and creatively. For example, they take part in role play activities taking turns to be the shop keeper or doctor. They begin to problem solve and learn new words, such as stethoscope. However, the range of planned activities is linked to the stepping stones and the majority of children at this time are under three years of age. Therefore, the range of activities and experiences is not always linked to children's appropriate stage of development. This results in children losing interest or becoming disruptive, particularly at group time when doing the date and weather chart or when playing match back with the coins and cards.

Children arrive happy and eager to participate. New children are helped to settle by staff that are sensitive to their needs and their distress is kept to a minimum. Close and caring relationships increase children's sense of trust and help them to develop a strong sense of self.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children enjoy coming to the setting and make satisfactory progress along the stepping stones. A flexible approach to planning and an appropriate balance between adult- and child-led activities allows children to explore, create and learn at their own pace. This keeps children interested and helps them to enjoy their learning. Staff have an acceptable understanding of the Foundation Stage and use their time and resources to support children's learning appropriately.

Children enjoy an environment that is rich in print, listen attentively to stories and write for a real purpose in their role play, for example, making lists in the shop. They are beginning to be aware that print has meaning as they use self-registration name cards when they arrive and at snack time. Children's self-esteem and confidence is generally good. They choose independently from activities and show curiosity at the dinosaurs hidden in the sand. They are engrossed in watching what happens when they throw a leaf into the air and watch it spin to the ground in the wind. They are involved in a good range of mathematical activities. For example, they count the number of gingerbread men, the number of steps on the slide and how many wheels they need to build a car. Children show awareness of shape, compare size and position using bricks and coins, and when in the queue for the slide say 'I am behind you'.

Children are involved in an appropriate range of creative activities. They learn how to use materials and tools appropriately and are allowed to use these skills in their own way. For example, they freely access craft materials in the workshop and create their own collage pictures. They build with construction resources designing their own vehicles or copying from prompt cards. Children are beginning to concentrate and persevere, such as when playing on the

computer at matching games or designing their own monster. Children are content to work alone or in groups. However, when the whole group sit together younger children lose interest. This distracts older children and prevents the aims and objectives of the session being reached.

Children show interest in simple information and communication technology and are skilful in using the mouse to complete basic computer programs. They take pictures with the pretend camera and use the tape dispenser, glue spreaders and scissors confidently and appropriately. Overall, children are interested in the range of purposeful activities and respond to the challenge. They are generally engaged in play and select and carry out most activities independently. Children have individual assessment records which show how children are progressing along the stepping stones. However, these do lack detail, for example, there are no examples of work or observational comments.

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

The provision is satisfactory.

Children show a strong sense of belonging and feel at ease in the setting as they are warmly welcomed by friendly, familiar staff. Displays of artwork allow children to experience high levels of self-esteem through pride of seeing their artwork valued. Children feel good about themselves because staff show they are interested in what they do and say by talking and listening to them. This assists with the smooth transition from home to the setting.

Children's awareness of equal opportunities is fostered appropriately. Staff ensure that the resources and activities positively reflect diversity. This enables children to learn about cultures, religions and the local community and helps them to develop a positive attitude towards others. Children's social, moral, spiritual and cultural development is fostered.

Children behave well as they know what is expected of them. Staff provide clear explanations and support children to manage their own behaviour by providing activities where they learn to cooperate and take turns. For example, children wait for a turn on the computer and negotiate whose turn it is to be the shopkeeper. They know to queue for a turn on the slide and wait patiently to use the paintbrushes and water outdoors. Therefore, children are learning right from wrong in a caring environment.

Partnerships with parents and carers is satisfactory. Ongoing verbal communication ensures that parents are kept up to date about their child's care. Information is readily exchanged during daily conversations. Parents are clearly happy with the care and education their child receives. This contributes to the children's overall well-being. Parents of children receiving funded education receive appropriate information about the Foundation Stage and are actively encouraged to become involved in their children's learning. For example, when children arrive they are encouraged to complete a number activity with their parents' support. Parents receive good information in a variety of ways; policies and procedures and notices around the building, for example, notifying them of the letter of the week. However, although there is a complaints policy, a system to record complaints has not yet been established in line with new registration requirements.

## **Organisation**

The organisation is satisfactory.

The premises are appropriately organised and space is used appropriately to maximise play opportunities for children with clearly defined areas for play. Children move around confidently and freely and are clearly happy in the settled environment. This contributes to their overall well-being and means they can initiate their own play and learning.

Most required documentation is in place, up to date and contains relevant information. Written policies and procedures are reviewed regularly, shared with parents and promote outcomes for children. Most staff are appropriately vetted and have suitable skills and experience to work with children. However, Ofsted have not been notified of any significant changes, namely that the person in charge of the setting has changed. This is a breach of regulations.

Leadership and management of the educational provision is satisfactory. The manager and staff work well together because the manager works alongside staff to monitor their work and evaluate the quality of teaching. All staff take part in regular planning sessions, which ensures they are included in the planning process and feel valued and motivated. Staff have regular opportunities to meet, reflect on work practice and share information. Clear aims for children's care and education are shared with staff and parents. Staff continue to access relevant training and work cooperatively with other professionals, such as the community teacher. Observations and basic self-evaluation procedures help the manager to identify areas for improvement and monitor how children are progressing. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection five recommendations were made, all relating to documentation. These were to review various pieces of documentation.

All recommendations have been addressed. The child protection policy now contains appropriate details should an allegation be made against a member of staff. The complaints policy includes details of the regulator and the missing child policy now includes procedures to take should a child become lost. Parents now give permission for staff to administer plasters and sun cream and children's arrival and departure times are clearly identified in the register. Therefore, children remain safe and their welfare is promoted.

## **Complaints since the last inspection**

Since the last inspection 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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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):

- improve children's awareness of good hygiene practice
- improve documentation for administering medication and following accidents
- seek permission from all parents for medical emergency treatment
- ensure activities for children under three years are stimulating and achievable
- develop a system for the recording of complaints
- ensure there are effective procedures in place for informing Ofsted of relevant changes.

#### 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):

- develop the range of physical activities for older and more able children
- develop children's individual records to fully show their progress through the stepping stones, clearly identifying examples of achievements to evidence the progress
- consider the organisation of group times to help children develop concentration skills and participate more effectively.

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](http://www.ofsted.gov.uk)