



New Longton Under Fives Pre-School

Inspection report for early years provision

Unique Reference Number	309402
Inspection date	17 November 2006
Inspector	Kathy Ann Leatherbarrow
Setting Address	The Village Hall, Boundary Close, New Longton, Preston, Lancashire, PR4 4BD
Telephone number	01772 617 274
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Registered person	New Longton Under Fives Pre-School Playgroup
Type of inspection	Integrated
Type of care	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.

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?

New Longton Under Fives Pre-School was registered in November 1992. The service is provided by a committee. It operates from within the village hall, a single storey building, in New Longton, Preston. The pre-school serves the local area.

It is open Monday to Friday from 09.15 to 13.00, term time only. The provision offers sessional day care for a maximum of 30 children aged from two to five years. At present, there are 26 children on roll with 14 receiving nursery education grants. The pre-school supports children with English as an additional language and children with special educational needs.

There is a qualified manager in post, with a staff team, all of whom hold an appropriate child care qualification or relevant experience. The group receives support from a teacher from the Sure Start Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is protected due to the good attention given by staff to ensuring the setting is clean and well maintained. Staff are proactive in ensuring that the spread of infection is minimised, for example, staff use appropriate sprays to clean surfaces and use protective clothing, such as disposable aprons and gloves, when changing nappies. Children are familiar with appropriate hand washing procedures and are encouraged to manage their own personal hygiene. For example, children know hand washing after toileting prevents the spread of germs.

All members of staff hold first aid certificates. This enables them to administer first aid treatment in the event of an accident or emergency. Children receive a star sticker after an accident; this boosts their self-esteem and also reminds staff to inform parents. All accident records are completed and signed by parents.

Children benefit from nutritious snacks with fresh fruit on offer each day. This promotes their healthy growth and development. Staff took advice from a dental hygiene nurse to ensure the snacks offered provide healthy choices and did not contribute towards tooth decay. Children learn about the range of different fruit and vegetables as they complete different activities, such as tasting and printing using carrots, apples, pears and peppers. Children regularly access drinking water from jugs and younger children are encouraged to bring their own familiar water bottles. This allows them to quench their thirst when needed and keep well refreshed.

All children enjoy the fresh air and play outdoors each day. They participate in a good range of physical activities, which contributes to their good health. Children are enthusiastic and eager to access the outdoor equipment available. For example, the bikes, beams and climbing frame provide opportunities for balancing, crawling, climbing, taking turns and negotiating space and obstacles successfully. This promotes the development of their gross motor skills and moving their bodies in different ways.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment, which helps them to feel safe and secure. There are satisfactory security systems in place to ensure access to the premises is carefully monitored. Risk assessments are carried out to minimise and prevent accidents to children. Staff give explanations and reminders, such as no running indoors, so children learn about safe practices.

Children take part in fire evacuations and some have a clear understanding of why these are necessary. Older children understand the dangers of fire. For example, during role play they tell younger children not to leave the iron on the jumper as it will go on fire and smoke would rise.

Children have access to a sufficient range of play resources which are suitable to meet their needs. These are age appropriate, well maintained and meet the required safety standards. Staff set out the equipment at the beginning of each session so children can move around safely and freely from one activity to another.

Children's welfare is sufficiently protected. Suitable child protection procedures are in place and staff have a clear understanding on recognising the signs and symptoms of child abuse. However, they lack knowledge about what should be put into place should there be any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy at the setting and form positive relationships with staff. Most children separate from their parents with ease and settle down to their chosen activity. A clear routine is established to help them settle in quickly. Staff are beginning to use the 'Birth to three matters' framework to guide their planning to support the development of younger children. On the whole, they organise daily activities to meet their developing needs well.

Children play happily together. They have lots of fun and laughter, encouraged and shared in this by staff, who respond to children promptly, put children first and show an interest in their conversations. Some of the children's work is displayed around the setting and they enjoy looking at photographs of themselves. They recall and talk about the experiences, such as walking around the field and finding dried leaves, conkers and acorns. This develops children's self-esteem and sense of pride in their achievements.

Nursery Education.

The quality of teaching and learning is satisfactory. This ensures children progress appropriately in most areas of their learning. Staff have a sound knowledge and understanding of the Foundation Stage and how children learn well. However, on occasions the group size limits children's ability to be challenged effectively. Children participate in an appropriate range of interesting activities. They are motivated and making sound progress towards the early learning goals. Children's achievements are clearly linked to the stepping stones. The developing observations and assessments mean staff are clear about each child's abilities, so they can provide beneficial support to ensure progress is made.

Children settle well into the setting and show a sense of belonging, as they greet staff and each other. They are involved and interested in activities throughout their time at the setting and are sufficiently confident and assured to work and play independently or in small groups. Children are developing positive attitudes to learning and play, which is encouraged through appropriate activities and resources being available. The children display increasing self-confidence and independence, freely selecting equipment for themselves. Resources are sound overall; however, props for role play and materials for children to design using three dimensional objects would further enhance learning opportunities and children's imagination. Their levels of achievement, as they progress towards the early learning goals, are improving as staff focus more clearly on the stepping stones, to achieve steps such as using the computer competently.

The children enjoy planned physical activities that encourage large and small motor skills as they use the climbing frame, ride bikes and balance on beams. Early number skills and colour naming are progressing well. Children can demonstrate a basic understanding of number using these accurately, as they count how many small bottles fill a large cup during water play. They readily pick up books to enjoy reading and stimulate their play. They have made a selection of attractive books from laminating photographs of themselves on trips, and they recall their times out as they retell their stories with enthusiasm. However, staff do not take into account children's differing needs at story time, in respect of grouping, to ensure all children can listen, learn and participate. More able children are beginning to formulate some letters effectively and can recognise their own name in print as they self-register and look for their placemat at snack time. They make some creative pictures and patterns as there are plenty of opportunities for children to enjoy sand, water and paint.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy and content and are showing a strong sense of belonging. They feel good about themselves because staff know them well and show that they are interested in what they do and say. Children with learning difficulties and/or disabilities are welcomed into the setting and staff offer appropriate support in partnership with parents.

Children are developing a positive view of the wider world through planned activities and some resources that reflect diversity, for example, children have celebrated Chinese New Year. They dressed up in costume and ordered Chinese food from menus that display Chinese writing. This positive approach fosters children's spiritual, moral, social and cultural development.

Children behave generally well and respond to staff requests, for example, join in nicely with group games and help tidy away toys after use. Frequent use of praise supports children's efforts, which helps promote positive behaviour. However, children's behaviour at times is not effectively managed, as some methods for managing children's behaviour are not appropriate.

Partnership with parents and carers is good. The staff work well with parents, who are encouraged to take an active part in their children's learning. For example, home link sheets are used which encourage parents to complete a range of different activities with their child at home and to give feedback to staff. Parents have regular opportunities to discuss their child's development, access the assessment records and talk to key-workers at parents' sessions. This benefits the children as closer links between home and the setting are created.

Organisation

The organisation is satisfactory.

The staff team work well together and create a relaxed atmosphere where children feel happy and secure. Children enjoy their time in the setting. They are busy and well occupied as they benefit from the attention given to organising a sound range of interesting activities. However, staff do not always maximise the use of time, which sometimes limits children's independence and choice with regards to their snack.

Children's welfare is safeguarded as recruitment and vetting procedures are appropriate. Suitable ratios of adults staff the setting each day and all the team hold a childcare qualification, which enhances the quality of the children's care. A range of comprehensive policies and procedures support and guide the work of staff to promote positive outcomes for children. All required documentation is in place and stored securely, which ensures confidentiality.

The leadership and management is satisfactory. The manager and staff team work well together and meet on a regular basis to discuss the children's progress and plan for the next stage of learning. The manager works alongside staff to monitor their work and offer advice and support, but there are no rigorous systems in place to evaluate the quality of teaching. This means that there are some areas for improvement, such as staff's role in challenging children's learning. However, the manager is continually looking for interesting ways to develop and improve the setting and the learning experiences for children.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Since the last Children Act inspection the setting has made the recommended improvements. They have made arrangements to ensure staff records are available for inspection; parental permission is sought to seeking emergency medical advice or treatment; documentation is in place to record administered medication; the contents of the first aid kit are maintained and staff are aware that the incident record includes incidents of physical restraint. They have also reviewed the use of the toilet facilities, and the child protection statement includes action to be taken in the event of an allegation being made against staff. Due to these actions being taken, they have increased the health and safety precautions to reduce the risks to children.

Since the last nursery education inspection, the setting has made the recommended improvements. They have developed the system for ensuring parents' are fully informed about their child's progress and recording parents comments concerning children's learning at home. They have developed the system for devising the curriculum as a whole, and planning includes regular outdoor play. This enhances the experiences available to the children.

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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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):

- develop the system to record concerns regarding the wellbeing of children and consider training to enhance knowledge in this area
- review the methods for managing children's behaviour
- review the operational systems and routines to make best use of time in order to support children's independence and choice.

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 that group size does not limit children's ability to be challenged more effectively
- ensure that story time provides opportunities for all children to listen, learn and participate
- provide additional resources to enhance play opportunities and children's learning, in particular, props for role play and materials for children to design using three dimensional objects.

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