



## Broadbottom Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	312322
<b>Inspection date</b>	14 December 2006
<b>Inspector</b>	Shirley Leigh Monks-Meagher
<b>Setting Address</b>	Community Centre, Market Street, Broadbottom, Hyde, SK14 6AX
<b>Telephone number</b>	01457 764 423
<b>E-mail</b>	
<b>Registered person</b>	Broadbottom Pre-School Playgroup
<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 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?

Broadbottom pre-school has been running since 1971. It is committee run and operates from a small classroom and the main hall of the community centre in Broadbottom, Hyde. The property is single storey and provides ease of access to people who are less mobile. Toilet facilities and the kitchen are located off the main hall and there is a small, secure outdoor play area.

The pre-school offers sessions to children aged from two years six months, from 09.15 to 11.45 Monday to Thursday, and an afternoon session 12.45 to 15.00 on Wednesday and Thursday, during term time only. There are 30 children on the register, 16 of whom are in receipt of nursery funding. It serves the local community and further afield.

There is a total of five staff who care for the children. This includes one member of staff with an early years qualification and two working towards recognised qualifications.

The group are supported by mentors from Sure Start, are members of the Pre-School Learning Alliance and have earned the award 'Quality Standards for Early Years Settings' from Tameside in July 2005.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children benefit from premises that are clean and welcoming, rigorous procedures are in place for the general cleaning and clearing up after each session. Children thrive because staff follow effective procedures and practices, which enables children's nutritional, physical and health needs to be met. Children are keen to become independent in matters of personal care and their good understanding of personal hygiene helps to minimise cross-infection. For example, they use warm water and soap to wash their hands thoroughly at appropriate times and many children cover their mouth when coughing. Staff gently remind the younger ones to cover their mouths. A fully stocked first aid box is readily accessible and staff who are competent to administer first aid, ensure that children's minor injuries are treated appropriately. Systematic detail to the recording of accidents and of any medication administered safeguards children's well-being.

Children enjoy physical activities which contribute towards their good health. They access the outdoor area when possible, enabling them to benefit from fresh air. Regular opportunities to engage in large physical activities, such as climbing, balancing, dance and manoeuvring wheeled vehicles ensures children are able to acquire and practise their skills, whilst developing strength and co-ordination.

Children's health is fostered through the provision of healthy snacks, which are freshly prepared and contribute towards a balanced diet. Dietary needs are discussed with parents and are known to staff who conscientiously meet children's individual dietary requirements. Children are able to help themselves to sufficient quantities to meet their needs and are given ample time to practise eating skills, such as chewing food thoroughly. Children keep themselves refreshed and hydrated. They help themselves to drinks from the jug of water throughout the session.

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

The provision is satisfactory.

Children are cared for in maintained premises and benefit from ample, well organised space, which is suitably resourced to support their independence, safety and enjoyment. Furniture is of a suitable size and quality, and the toilet facilities have been adapted by staff to foster children's independence. The room is organised into learning areas resulting in children experiencing a balanced range of resources. A good range of age-appropriate toys and equipment are well maintained through effective systems, which ensures they are always safe and suitable for children's use.

Children's safety is well maintained through regular risk assessment and vigilant staff. Children are kept very safe on the premises because secure entry and exit systems ensure children cannot

leave unattended, and only permitted adults can enter the premises. Children are learning to keep themselves safe within the setting. They understand why running and climbing indoors is unacceptable because staff clearly explain the possible consequences of such actions. Regular emergency evacuation procedures help children understand about fire safety and enhancements in their role-play area, such as oven gloves, help children to develop safe habits.

Children's welfare is not fully safeguarded. Staff understand how to keep children safe from harm or neglect because they are aware of the signs and symptoms that raise concerns and the procedures to follow in the event of such concerns. However, they are less sure of the procedures followed should an allegation be made against a member of staff.

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

The provision is good.

Children feel secure, safe and contented at the group. There are close relationships throughout the group, yielding a happy and harmonious environment where children flourish. High levels of interaction between the adults and children results in confident children who develop a positive self-image in an atmosphere of trust. Children benefit from a good balance of active and relaxing times throughout the sessions and are familiar with the routines, further enhancing their sense of security.

Children are eager to participate in activities and confidently wave their parents off. Children settle well because they benefit from consistent staff who are sensitive to their individual needs and make good progress because they are well supported. Staff have a secure understanding of the 'Birth to three matters' framework. They use this knowledge to link into the Foundation Stage planning, to ensure children under three are provided with good levels of challenge appropriate to their stage of development, and practical support to enable them to achieve. Staff spend their time playing with the children, know them well as individuals, and use this knowledge to plan effectively for the next steps in their learning.

### **Nursery Education.**

The quality of teaching and learning is good. Teaching is rooted in a secure knowledge and understanding of the Foundation Stage and how children learn. This is clearly reflected in the planning and methods used for teaching. For example, staff use questioning and guided statements to move children on and develop their play and understanding in both focused work, routines and free play. Individual learning is catered for and learning intentions are distinct. Staff act as good role models for skills, such as writing and problem solving and organise sessions to allow ample opportunity and sufficient time for children to practise skills and strengthen their understanding. Effective use of learning materials reinforce children's learning and understanding; for example, the use of story sack props and symbol cards.

High priority is given to children's personal, social and emotional development by staff, who recognise that this underpins the children's ability to enjoy and achieve in all other areas. As a result children are confident in their abilities, express their needs in a self-assured manner and develop care and concern for their peers. For example, a child willingly moves to allow an upset child to sit close by the member of staff, children swap resources to accommodate each

others needs and older children help younger children with tasks, such as putting on aprons or drying their hands. Children are good communicators. They are developing good listening skills at circle time, during group stories and share their news in a confident manner. They handle mark-making tools with dexterity and understand that writing is another form of communication. They write letters to Santa and sign themselves in at the beginning of the session.

Children use their good understanding of number spontaneously in their play. They discuss the cooking times as they set the microwave clock in the role play area and put the correct number of eyes or legs on animals they are painting at the easel. Children are able to sequence numbers using wooden puzzles; for example, on a pair of hands or on the clock face. Children estimate, recognise patterns and use mathematical terminology when playing or solving simple problems. Frequent use of number rhymes and identifying the date daily is helping children to understand about 'more' and 'less'. Children are able to explore and discover for themselves. They engage in simple experiments, such as floating and sinking items and attracting and repulsing using magnets. Activities such as watching the seasons and the weather help them to understand about change and they are able to record their findings on charts. They design train tracks using bridges, split tracks and turntables, and make models from a variety of materials and bought kits. The children learn about the wider world through planned activities, such as a trip to post a letter, and celebrations of festivals like Diwali.

Children are developing rhythm because they are encouraged to move their bodies imaginatively and rhythmically in regular music and movement sessions. They explore beat and sound using a selection of musical instruments and enjoy accompanying themselves to songs, such as 'Jingle Bells' and 'Rudolph', using sleigh bells. Regular access to the easel allows children to develop their ideas freely, however, craft activities are adult directed and inhibit their creativity. For example, all the children have produced identical Christmas cards and calendars for their parents. Children develop their imaginations well during role play situations, such as the café, the airport and the fire station.

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

The provision is good.

All children are welcomed into the setting and cared for by staff who know them well. They settle into the pre-school well because good settling-in procedures are in place and staff are sensitive to their needs. Staff listen to children, value and respect them as individuals, resulting in confident, happy and secure children, who develop a strong self-image and play a full part in the group. Good use of routines and circle time help children learn to control themselves and develop a sense of responsibility. For example, taking turns at the wash basins or pouring drinks, sharing resources, helping younger children to dry their hands thoroughly and being the plate monitor. All children make free choices, develop independence and are encouraged to follow their interests in an environment which helps them to recognise similarities and differences in a positive manner and develop a positive and caring attitude towards others.

Children's behaviour is good. Children are stimulated and spend their time purposefully. Their efforts and actions are rewarded with praise, and achievements are celebrated. This increases children's confidence in their abilities and boosts their self-esteem. Staff have high expectations

and clearly explain the consequences of inappropriate actions to children, resulting in children who are learning right from wrong. Children play together harmoniously and older children are beginning to develop the skills of negotiation and co-operation. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive good levels of information relating to the Foundation Stage and the educational provision via many sources. For example, the parents handbook contains useful information relating to the learning areas and the aims of the pre-school. Newsletters and flyers are used to keep parents up to date with significant events and notice boards contain information relating to policies and procedures, planning, training, key groups, health and safety issues and domestic information. Comprehensive tracker files, written reports and verbal sharing ensures parents are kept informed about children's progress. Additional notices and explanations help parents to be involved in their children's learning, such as the signing in and name recognition process at the start of the session. This approach to working closely with parents significantly contributes to children's welfare, enjoyment and achievements. Children make good progress.

### **Organisation**

The organisation is good.

Children's welfare and well-being is safeguarded. There are robust systems in place to ensure children are cared for by suitably vetted, qualified and experienced staff, who undertake regular training for their professional development.

Children benefit from the smooth running of the pre-school and familiar routines help them to feel secure and a sense of belonging. Staff work well together to underpin the effective operation of the group. Good staffing ratios foster positive outcomes for children. Space and resources are effectively organised by staff to promote children's enjoyment, achievement, disposition and independence. Well deployed staff supports children's learning, health and safety.

Leadership and management of the nursery education is good. Children benefit from the positive and supportive environment which effectively supports their social and moral development. Systems are in place to monitor and evaluate the quality of teaching and learning and analyse the planning, to ensure children enjoy a broad and balanced curriculum. This effectively highlights areas for future development and informs the training plan. This impacts positively on the quality of children's learning.

All legally required documentation and records required to promote the welfare and well-being of children are in place, although one policy requires updating. 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 the group agreed to extend the behaviour management policy and to consider including more writing and number examples in the children's environment.

The staff have extended the behaviour management and sanctions policy to include a policy statement relating to bullying. This is known to all the staff and reflected in their practice. This ensures children's well-being is protected. Children are cared for in an environment that is print rich. They are surrounded with examples of the written word and staff consistently role-model the use of writing as a means of communication. Children are exposed to number shapes through their play materials, such as wooden puzzles, number templates, games and books. Numerals, one to nine, are used to decorate the book area. Children understand writing as a means of communication and can identify some significant numbers.

### **Complaints since the last inspection**

Since the 1st April 2004 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 the 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 good.

### **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 staff's understanding of the procedures to follow in the event of an allegation being made against a staff member and update the policy to fully reflect changes to regulations, operative since 1st April 2006.

#### **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):

- review craft activities to enable children to express their own individuality and creativity.

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