



Heyside Pre-school

Inspection report for early years provision

Unique Reference Number	508047
Inspection date	04 December 2006
Inspector	Carol Ann Dixon
Setting Address	St. Marks Church Hall, Oldham Road, Heyside, Royton, Oldham, OL2 6LY
Telephone number	01706 847 175
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Registered person	Heyside Pre-School
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?

Heyside Pe-School opened in 1966 and is a registered charity managed by a committee. The pre-school operates in St Mark's church hall and uses two main rooms. St Mark's is situated in a built up area on the outskirts of Royton near Oldham. The children have access to an outside play area.

The group are registered to provide full day care for up to 40 children between the ages of two and five years and they are open from 08.00 until 16.30 during term time only. The pre-school employs eight staff, of these, six staff, including the manager, hold level three qualifications. One member of staff has a level two qualification and one member of staff is working towards a qualification. The pre-school is a member of the Pre School Learning Alliance. There are 52 children on roll. The setting is registered to receive education funding for three and four year

olds, and 11 children are currently in receipt of funding. The pre-school operates an inclusion policy for children with learning difficulties or disabilities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well within the setting. There are effective procedures in place for reducing the risk of spread of infection. The staff follow hygienic procedures, wearing disposable gloves and aprons when changing nappies, for example, and ensuring that the children wash their hands thoroughly before snacks and meals. Older children understand why they wash their hands 'to get rid of germs', and they explain that they should use soap and rub their hands together. The children develop a good awareness of health issues as they learn about the importance of looking after themselves through organised activities, such as a visit from the dental nurse and planned topics.

The setting has obtained a healthy eating award in 2006 and staff fully support children's healthy growth and development. The children enjoy a wide range of very healthy and nutritious meals, as parents are encouraged to follow the setting's commitment to healthy eating when they prepare their children's packed lunch and they receive written guidance from staff to promote this. Mealtimes are a social occasion when staff sit with the children and encourage their independence and social skills. The staff work closely with parents to ensure that children's dietary needs are well met. Healthy eating is a strength of the setting as the staff have worked very hard to introduce snacks which are healthy and beneficial to the children, and to educate the children and parents about the benefits of healthy foods. The children enjoy a variety of fresh fruits every day at snack time, along with water or milk. In addition, the children can help themselves to fresh drinking water from a dispenser at any time. This allows them to recognise their own needs and be independent in their self-care. The children develop a good awareness of healthy diet as they routinely discuss this, particularly at snack time when they take turns to help prepare snack with a member of staff. Newsletters, discussions with staff and colourful displays provide supporting information for parents about the importance of healthy foods.

Children are provided with varied opportunities to develop a range of physical skills every day. They have good opportunities to develop their motor skills and co-ordination as they balance on beams, for example, and play on the climbing frame using the climbing net and steps. They learn how to negotiate space and move with confidence during music and movement sessions and when they negotiate obstacle courses.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are made to feel very welcome in the child-centred environment which stimulates their interest. They see colourful and interesting images and displays all around them which promote conversation and ultimately their learning. They see their art work attractively displayed which effectively promotes good self-esteem as it shows staff value their efforts. The setting is also welcoming for parents, who are greeted with their children each day. They can access a

wide range of useful information about the setting and other issues relating to children on the notice boards and displays in the entrance hall. Children have their own coat hook, making them feel valued and giving them a sense of belonging. The rooms for older and younger children are well organised and children can access a wide variety of toys and equipment, which allows them to have many choices about what they do.

The indoor environment is inviting which encourages children to want to stay and play. This fosters the children's sense of security and helps them separate from their parents and carers happily. The youngest children benefit from having lots of resources around, such as mirrors and tactile objects and materials which stimulate their senses.

The setting is a safe environment for the children. The staff carry out risk assessments and follow very effective procedures, such as daily hazard checks in order to keep the children safe. In addition there are good staff to child ratios in place which enable the staff to supervise the children very well at all times. Children are kept safe because staff are vigilant. Good systems are in place to check the identification of visitors and to ensure the safe arrival and collection of children.

The children develop a good awareness of how to keep themselves safe, as they discuss the rules for safety, such as not running indoors and 'you have to sit down on your bottom and wait until they've finished' as they wait to go down the slide. Children sweep the sand as they help to keep the play areas tidy. Children understand how to use toys and equipment safely, for example, they know they must sit down when using knives and scissors. Children regularly practise fire drills so that they know what to do in any such emergency. They also take part in planned activities to promote their understanding of how to keep themselves safe. For example, road safety awareness and learning about not talking to strangers. Visitors, books and discussions with staff are used to good effect to promote their understanding of such issues.

Children are protected because there are clear policies and procedures for safeguarding children. Staff have attended child protection training to enable them to develop their knowledge and understanding about the signs and symptoms of abuse or neglect and how to act on any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very well at the pre school due to effective admission procedures. Before they start attending, the children visit with their parents and get to know their key worker. There are effective procedures within the setting to support the children transferring to the next group as they grow older. They visit their new room with their key worker, who also prepares a report about the child to inform the workers in the new group. Those who are new to the pre-school are helped to settle by staff who are sensitive towards their individual needs. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self.

Staff implement planning in line with the 'Birth to three matters' framework to support children under three years. The staff plan and deliver a wide range of stimulating activities which

contribute to the children being confident, settled and happy. All children take part in a broad range of stimulating and exciting activities, designed to help them progress and develop. However, written plans do not show how activities are adapted to meet the children's varied abilities, although this is evident in practice.

Children are confident in the pre-school and in their relationships with each other and staff. Children negotiate with each other and use their imaginations during role play activities, preparing pretend meals and ironing in the home corner. Large group activities are organised by staff to include children of all ages. For example, at circle time stories and action rhymes provide opportunities for children to listen and have lots of fun as they sing along to their favourite songs.

Relationships between staff and children are very good. The staff interact with the children at a level which is appropriate for their development, they are calm and caring in their approach and respond well to the children's interests, which helps the children develop confidence and enjoy the time they spend in the setting. A child was observed to be a little timid upon entry to the pre-school, and the staff member identified an activity the child enjoys and spent individual time with the child, engaged in this until the child developed the confidence to explore further.

The staff are skilled at supporting the children in order to help them make progress in their development. The younger children under three years in the setting enjoy a very wide range of activities which are appropriate for their age and stage of development. Each day they are provided with a range of experiences which encourage them to explore and investigate. They can move around the room and investigate the toys and books on offer, for example, or engage in exploring paint, sand or water. The children thoroughly enjoy squeezing and rolling out icing to decorate the mini Christmas cakes they have previously baked.

Nursery education

The quality of teaching and learning is good. Children make good progress through the stepping stones of learning. This is because staff are well qualified and there are good adult to child ratios ensuring that children are well supported in their learning. Staff are very knowledgeable about the Foundation Stage and know their children well. They use regular observation and plan effectively to build on what the children already know to help them to achieve their next steps. Staff are very enthusiastic and pro-active in supporting and questioning the children to make them think and develop their play and learning ideas.

Staff effectively adapt activities and experiences to ensure the less able children are given good support, and the more able children are provided with sufficient challenge to keep them interested and motivated. Staff have the skills and ability to deliver a wide range of very exciting and interesting activities which promote the children's learning in each of the six areas. At the present time, written plans do not clearly show how activities will be varied to accommodate the differing abilities of the group of children, although this is observed to happen in practice.

The children are settled and happy in the setting, they enjoy exploring play activities and making choices about what they do. They concentrate well and persist at activities which they choose

themselves. A child concentrated for a sustained period of time until she had achieved the ordering of the numbered snowmen hanging on the washing line. Children are able to express their own needs and are confident, interested and eager to learn. They select resources and display good levels of concentration. Children have formed good relationships with staff and their peers and are sensitive to the needs of others. Children understand right from wrong as they recognise that they have to take turns, listen when others are speaking and show an understanding of expected behaviour within the setting.

The children freely access and enjoy looking at and learning how to use books in the comfortable book area. Older children link sounds and letters they are familiar with. They discuss an alphabet jigsaw and know that 'm is for monkey'. They learn to recognise their names on their name cards at self-registration time and on their placemats at lunch time. Some of the older children are making good progress in writing their own names. Children can access writing materials at any time. The children develop communication skills appropriately as they talk through what they are doing, and speak in front of the group at circle time. They learn the rules for conversation, such as listening to others and taking turns to speak with growing confidence. The children are making good progress in early literacy skills as they write telephone messages in the writing area.

The children have good opportunities to be creative with different media and materials. Each day they have independent access to a well resourced creative area where they can use materials to express their own ideas. They engage readily in role play activities and have many opportunities to develop their imagination as they excitedly help a member of staff to transform the home corner into Santa's grotto. They enjoy using their imagination as they shine torches around the grotto and when they play with small world toys. Children can differentiate between colours and can select from a variety of creative materials, they produce paintings, collage and craft work, exploring their own creativity. Children explore musical instruments freely, they recognise how sounds can be changed. They have access to sensory play materials, music, dance, role play and stories.

The children are developing their counting skills well, as they count often during play. Some children can count up to ten and beyond. They sing number songs at circle time and are encouraged to learn the numbers on the snowman washing line as they place them in numerical order and can predict higher and lower numbers. They learn to solve simple number problems when they calculate more or less. Children learn concepts, such as weight and volume, length and height when they engage in practical activities, such as using the sand, water and construction equipment. They are beginning to develop an awareness of time through daily routines and discussions when they talk about the days of the week and the changes of the seasons. The children enjoy using technology, such as the cassette recorder and computer, and are learning how to use the mouse and varied programmes often without any support required from adults.

Indoor and outdoor play with a suitable range of equipment provides the children with opportunities to develop a range of physical skills, such as balance, co-ordination and control. They develop fine motor skills well when they use tools, such as pencils and scissors, and when they pour their own water from the water dispenser.

Children move confidently, negotiating pathways when walking, running, climbing and balancing, they show increasing control and dexterity. The children really enjoy finding out about the world in which we live as they participate in the celebration of festivals, look at books and engage in discussions with staff. They are interested to learn about nature as they observe and discuss the changes in the weather, observing the colours of the autumn leaves and exploring the snow in the winter months. They enjoy mixing the ingredients together to make their own play dough and know they need more flour when it becomes sticky. They observe changes as they find out what happens to the different ingredients when they mix them together and when they bake. They develop fine motor skills well in many other ways, such as spreading glue, pouring and filling in the water play and writing their own names.

Helping children make a positive contribution

The provision is good.

All children are treated with equal concern and respect, helping them to feel confident and good about themselves. Children begin to develop an understanding of people's similarities and differences because they see a wide range of positive images and play with toys and resources which reflect diversity. The children learn to respect and value differences when they celebrate their own and other cultural festivals. For example, during Chinese New Year children made dragons and experimented with using chop sticks when food tasting.

Very good systems are in place to promote the welfare and development of children with learning difficulties or disabilities within the setting, in partnership with parents and carers and other relevant parties. There is a named member of staff who co-ordinates the sharing of information to enable all staff to meet the individual needs of the children and plan for their ongoing progress. Children with additional needs are very well supported within the setting as the staff have an excellent awareness of strategies to support them and adapt activities to enable their full inclusion.

Children behave well in the environment because the staff are positive in their interactions with them and they receive lots of praise and encouragement. In addition, the staff understand how to manage children's behaviour effectively. The older children are encouraged to adhere to simple rules, such as sharing toys, in order that they understand what is acceptable behaviour within the setting. Children were heard to say to each other 'no pushing, no biting, no smacking' as they played co-operatively together in the home corner.

Children enjoy taking responsibility for tasks in the setting. For example, they prepare the snack and enjoy carefully peeling and chopping the fruit and help to tidy away. Children are given lots of praise and encouragement and subsequently they are well-behaved, polite and helpful. Children's spiritual, moral, social and cultural development is fostered.

Children's welfare is promoted well because staff work in partnership with parents and carers to meet the needs of the children. There is a pre-school prospectus which outlines how the setting operates so that parents and carers are reassured. New parents and carers are invited to meet their child's key worker on their initial visit to discuss the child and the services the pre-school provides. There are good systems in place to ensure that information is shared between staff and parents and carers. Parents and carers expressed very positive comments

about the setting and the care offered to their children by the staff. Parents and staff communicate well in order to provide consistent care for the children, which contributes to them feeling settled and making good progress with their development. At the end of each session the staff share verbal information about the children with their parents and carers. There is a wealth of very useful information displayed which keeps parents informed about the setting's policies and practices, along with additional useful information about issues, such as health and hygiene.

Partnership with parents and carers of children in receipt of nursery education is good. There are attractive displays and photographs of children which give parents an insight into how children learn through play in the Foundation Stage. In addition, the parents are invited to develop their understanding of how to support the children to learn through play during organised parents evenings where they can discuss their child's progress. Written plans are displayed so that parents and carers are aware of what and how their child is learning. There is an 'open door' policy with regard to parents' and carers' access to their child's progress records at any time. This good partnership contributes to the children's good progress towards the early learning goals.

Organisation

The organisation is good.

The children are protected and their welfare promoted because there are appropriate systems in place to ensure adults working with the children are suitable to do so. There is a high percentage of well qualified staff and a strong commitment to ongoing training to develop the skills and knowledge of all staff. The children benefit from the good organisation of the setting which enables them to engage in both adult focussed activities and their own free play.

There are clear management structures in place and good levels of support for the staff team. Teamwork is good as there are effective communication systems, such as regular staff meetings, planning meetings and appraisals. Staff development is given good priority and staff attend training courses regularly to ensure that they have an up to date knowledge of child care issues. They use this knowledge very well in practice to influence how they care for the children on a daily basis.

The documentation relating to the care of the children is mostly well recorded, although there are minor amendments to be made in some records. There are very thorough, rigorous policies and procedures which are subject to regular review. The staff use these well in their day-to-day care of the children.

The leadership and management of the nursery education is good. There are effective procedures in place for supporting the staff in the delivery of the nursery education provision, such as support from the local authority development worker and early years Foundation Stage consultant. The staff have completed training in the Foundation Stage and are generally confident in planning and delivering a good range of activities to promote children's learning.

The provision is evaluated and monitored by the manager and staff who are fully involved in reflecting on their practice and evaluating how they deliver planning and the effectiveness of focussed activities. This helps them identify areas for improvement.

The premises are well organised. Indoor and outdoor space is laid out to provide children with realistic and challenging play opportunities. Parents are valued and the systems in place to share information contribute to the children's confidence and well-being.

The commitment and overall ethos of the setting promotes an inclusive environment in which every child matters. Regular staff meetings and very good staff training effectively contributes towards the professional development of the staff. Children receive lots of individual care and attention because there are good staff to child ratios which contributes significantly to children's care and development.

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 setting was asked to consider the provision of written information in dual languages. This issue has been addressed as the setting has posters and books to share with children which promotes their understanding of wider society and written words in other languages. There is also a commitment to providing translated written information to parents for whom written English is inappropriate.

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.

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):

- further develop the planning and assessment systems to demonstrate how activities will be varied for differing ability levels of children (also applies to nursery education)
- ensure that the children's record of attendance denotes arrival and departure times
- ensure that medication records are consistently detailed

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):

- make improvements as indicated in the care section above.

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