



## Byerley Road Preschool

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY285004  |
| <b>Inspection date</b>         | 13 November 2006                                    |
| <b>Inspector</b>               | Ann Doubleday / Josephine Ann Northend              |
| <b>Setting Address</b>         | Mission Hall, Chapel Street, Shildon, County Durham |
| <b>Telephone number</b>        | 01388 773299  |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Susan Calvert                                       |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | 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](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?

Byerley Road Preschool is run by an individual proprietor. It was registered in 1989 and moved to the current premises in 2004. It operates from two rooms within a church hall near the centre of Shildon. A maximum of 30 children may attend the pre-school at any one time. The group is open each weekday from 08.00 to 16.00 during term time and for three days a week during the summer and Easter school holidays from 09.00 to 12.00. The setting serves the local area.

There are currently 54 children from two to under five years on the roll. Of these, 32 children receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports children with physical disabilities and learning difficulties.

Seven staff work with the children. Six of the staff have early years qualifications and two members of staff are working towards a further qualification. The setting receives support from a teacher from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's physical development is supported well, with opportunities to play outdoors each day. Children have free flow between the indoor and outdoor areas and use a range of appropriate resources including wheeled toys, sand, table top toys and large games. They undertake a focused activity each week in the outdoor area. Children can rest and be active according to their individual needs. They learn the importance of good hygiene through daily routines. They are encouraged to wash their hands regularly before meals and after using the toilet, and are beginning to understand why they need to do so. However, the use of communal bowls of water in some activity areas does not fully promote good hygiene practices.

Children's health needs are well met because there are clear procedures in place. For example, many staff hold a relevant first aid qualification and appropriate documentation is used for the recording of accidents and medication. All staff have received training in the use of medication that requires technical or medical knowledge, specific to the children involved. The effective use of a sick children's policy prevents the risk of spreading infection.

Children begin to understand the benefits of a healthy diet through the promotion of healthy meals and snacks. They are supported and encouraged well by staff to try different foods and to eat vegetables. Drinking water is readily available throughout the session and is accessed by the children. Staff are aware of and meet children's individual dietary needs. They wear protective clothing when serving meals to ensure good hygiene is promoted.

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

The provision is good.

Children are cared for in a clean and welcoming environment where their art work is displayed. Risks are identified and minimised, however, the childcare rooms are not always sufficiently warm, particularly following a weekend when the building has not been used. There is a clear health and safety statement in place and staff give priority to helping children understand how to keep themselves safe. For example, as they encourage children to sit down with drinks and talk about the dangers of fireworks. Risk assessments are completed and include outings. There are clear fire procedures displayed around the childcare rooms and a fire drill is practised with the children regularly. This means children are safe in the event of an emergency.

Children can independently access a good range of developmentally appropriate resources, which are well-organised in child-height furniture. There are clear lost and uncollected child policies in place and the security of the premises is good. There are clear procedures in place for the safe collection of children and visitors to the setting are monitored. The high adult-to-child ratios ensure children are well supervised and supports children's safety.

The welfare of children is well protected. Staff have a sound understanding of their role and responsibilities under child protection and some staff have recently completed safeguarding children training. There are policies and procedures in place, which include the 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 enjoy their time at the setting. Most arrive happy and eager to participate, and are making good progress. Close and caring relationships with staff increase the children's sense of trust and help them develop a strong sense of self. Children are beginning to develop good relationships with each other and their communication skills are well supported through good adult-to-child interactions.

Children move around the rooms freely. They initiate their own activities and participate well in the adult-led focused activities. Staff have a good knowledge of the 'Birth to three matters' framework and are using it well. This is evident in the good planning and evaluation of activities. Play opportunities are purposeful and developmentally appropriate, resulting in children being motivated and interested.

There are clear settling in procedures in place for children, which include gaining information from parents about their child's routines and care and supporting them well at their initial sessions. Staff are sensitive to and meet children's individual needs well. Most children generally behave well and are developing a sense of right and wrong. Most respond appropriately to staff when they explain why they should not do something.

### **Nursery Education.**

The quality of teaching and learning is good. Children enjoy their time at the group and most achieve well, because staff use their sound knowledge of the Foundation Stage to provide good quality nursery education. Key staff have attended Foundation Stage training. They plan and prepare well an interesting programme of activities across the six areas of learning and have clearly defined roles and responsibilities in the planning and delivery of focused activities. Assessment systems are in place and are completed well. They link clearly to the Foundation Stage curriculum and show how children are progressing. However, observations of children are not always consistently dated to show progress. Focused activities are evaluated well to show the next steps in children's learning, however, everyday activities are not evaluated and consequently, do not always sufficiently challenge the older and more able children. Parents contribute to their child's initial and on-going assessment. The good use of resources and the clearly defined activity areas support the learning opportunities offered to children. Staff involve themselves in children's activities and offer appropriate support and praise to them. However, they are not always consistent when managing inappropriate behaviour, leading to some disruption particularly in large group activities.

The children are confident in their play and learning and persist for extended periods of time at activities. They approach staff and each other to ask for help when required and respond well at tidy up time. Most children are generally well-behaved, however, some children do not

always respond well to requests from staff. Children show good interest in their environment and living things, for example, they grow plants outside. They explore well using a variety of materials, such as sand, water, and spaghetti. They talk about their own families and are developing a good understanding of other cultures and beliefs through the use of interesting resources, visitors to the setting and well-planned activities. Children are developing some self-care skills. For example, they learn to put on their own coats, pour their own drinks and wash their own hands. They are developing some knowledge of health and bodily awareness, for example, they are beginning to understand why they need to wash their hands before eating.

Children are developing good communication skills. They show confidence in speaking to others and talk about what they are doing. They initiate conversations and ask simple questions. Children are developing a sense of time, as they remember what they did yesterday. They are developing some writing skills and hold pencils correctly, as they form recognisable marks. However, mark making opportunities are not provided in other activity areas. Children have some opportunities to recognise their own names and enjoy rhyming and rhythmic activities, however, linking sounds to letters is not extended for the older and more able children. Children have good access to books, handle them well and understand that print carries meaning. Most children listen attentively to stories, predicting what is going to happen next.

Children have access to a computer and other programmable toys. They are beginning to control the mouse to complete a simple program. They are developing their understanding of number and count objects reliably up to 20. Children recognise and name shapes confidently, they understand and are using some size language. They have some opportunities to use problem solving and calculating, but this is not extended into everyday routines and activities.

Children show good control as they handle tools and equipment and develop good levels of hand-eye co-ordination, for example, as they successfully thread cards with laces and complete patterns. Children have many opportunities for large physical exercise in order to develop their gross motor skills. For example, they use tricycles and scooters confidently. They are not developing a good sense of space as they ride into each other and do not always sit together on the mat well.

Children recognise and can name many colours, sorting objects into colour groups. They access and use a range of creative resources and use their imagination well in role play. Children use a range of resources to construct with a purpose in mind and build three-dimensional structures confidently. They use their senses to explore a variety of materials, for example, as they explore the texture of coloured spaghetti. Children join in and enjoy familiar songs. They sing spontaneously and have access to musical instruments.

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

The provision is satisfactory.

Children are warmly welcomed and staff ensure resources are readily available. Planned activities and visits are undertaken that positively represent the local and wider community. A good range of resources is available reflecting other cultures and races. This helps increase their awareness of diversity and means children's spiritual, moral, social and cultural development is fostered. The staff's understanding of each child's needs is used well to encourage a sense

of security and belonging. There is a clear special needs statement in place and there is an identified special needs co-ordinator who has received relevant training. Children with disabilities and learning difficulties are integrated well and all children are included in activities.

Most children are generally well-behaved and polite. There is a clear behaviour management policy in place which promotes the use of positive behaviour management strategies. Children have opportunities to choose and initiate activities for themselves, however, some children do not always respond to the boundaries set for their behaviour and staff do not always offer consistent reminders to them.

Partnership with parents is good. Children benefit from the two-way sharing of information. Parents are happy with the setting. They receive regular newsletters, information about the Foundation Stage and 'Birth to three matters' framework. Further information is displayed around the setting for their attention. They are involved in the initial and on going assessments of their child. They receive regular formal feedback on their child's developmental progress through reports and open evenings. Parents are encouraged to continue their child's learning at home, for example, through the use of the book lending system.

## **Organisation**

The organisation is good.

Children are happy and settled. Space is used well to promote play opportunities for them. Children move around confidently and independently. They initiate their own play and learning well as they move freely between the activity areas. Adult-to-child ratios are well met and there is a key worker system in place. Staff are clear about their roles and responsibilities and work well together as a team. There are satisfactory staff recruitment and vetting procedures and clear induction procedures in place. This ensures children's welfare is safeguarded.

Leadership and management of the nursery education is good and promotes the children's learning. Most of the staff have early years qualifications. The management promotes staff attendance at relevant training. The knowledge gained by staff is used to further support children's care and welfare. Staff appraisals are undertaken annually and regular staff meetings are held. However, the management are not fully aware of the strengths and weakness of the provision leading to some lack of challenge for the older and more able children. All key staff have a sound knowledge of the Foundation Stage curriculum and how children learn. Consequently, children's progress towards the early learning goals is good.

Required documents are well-organised, contain the required information and are stored confidentially. The complaints policy has been updated, however, it does not show Ofsted's recent change of address. There are detailed policies and procedures in place which are shared appropriately with staff and are regularly updated.

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 provider agreed to amend the complaints policy in line with the National Standards and ensure the procedure for completing the accident book respects confidentiality. The complaints policy has been updated, however, it does not show the recent changes to Ofsted contact details. This means parents may not be fully aware of how to contact the regulator. The accident book now has only one recording to a page, this ensures confidentiality is respected.

At the last education inspection the provider agreed to increase the opportunities for children to develop listening skills through effective organisation of groups; increase the opportunities for older and more able children to develop manipulative skills and develop the evaluation of activities to ensure that areas for development are identified. Children are now organised into smaller groups during the session and this promotes the development of their listening skills. Children now have access to a varied range of small equipment which develops their manipulative skills. Focused activities are now evaluated and assessed in order to identify areas of children's learning that require further development. However, everyday activities are not evaluated well enough in order to sufficiently challenge the older and more able 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.

## **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):

- review the hand washing procedures and facilities in order to prevent the risk of cross infection
- update the complaints procedures with Ofsted's new address.

## **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):

- further develop staffs' understanding of the behaviour management policy in place, in order to ensure it is consistently applied (also applies to care)
- further develop the challenge offered to the older and more able children particularly in relation to mark making, linking sounds to letters and using simple calculation in everyday routines.

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)