

# Manor Road Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	127365
<b>Inspection date</b>	24 November 2006
<b>Inspector</b>	Melissa Tickner
<b>Setting Address</b>	United Reform Church Hall, Manor Road, Rusthall, Tunbridge Wells, Kent. TN4 8UD
<b>Telephone number</b>	07972739852
<b>E-mail</b>	
<b>Registered person</b>	Manor Road 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?

Manor Road Pre School opened in the 1960s. It operates from the church hall sited next to the church in Rusthall, near Tunbridge Wells, Kent. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 till 12:00 and 13:00 till 15:30 on a Monday, Wednesday and Thursday afternoon, during term time only. All children share access to a secure front garden, when under supervision by staff only.

There are currently 39 children aged from two to under five years on roll. Of these, 19 children receive funding for early education. Children come from the local area. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are developing a sound awareness of keeping themselves healthy. They wash their hands before snack time and after toileting and dry their hands with paper towels. Children independently blow their noses and throw their tissues away afterwards. They develop an understanding of good health practices as they talk about what we need to do to keep ourselves healthy and talk about using soap and flannels, and cleaning our teeth. Staff have appropriate systems in place to avoid the spread of infection, such as use of antibacterial spray to keep table tops clean. These aspects help avoid the spread of infection. Children enjoy healthy snacks on a daily basis, such as carrots, grapes and breadsticks, although they do not eat their snack from a bowl or plate. They drink milk or water and during snack time staff and children chat about what foods are healthy and why milk is good for them. Children independently help themselves to their cups of water on their own name labels at other times, to ensure they remain hydrated.

Clear systems are in place regarding the exclusion of children who are ill or infectious, dealing with accidents, incidents and medication administration. Documentation supports these aspects, however not all areas currently maintain strict confidentiality. Four staff are first aid trained which helps ensure children could be effectively safeguarded in the event of an emergency.

Children make progress in the area of physical development. The outdoor area is not used on a regular basis and consequently children have limited experience of outdoor physical play. However they do enjoy indoor physical activities. Every day some form of physical activity is set out for the children, such as the climbing frame or trampoline. Indoor activities are also planned, such as use of the indoor parachute and using it to keep balls of all different sizes in the air. Children show great delight and skill during this activity. They also enjoy a number of activities to develop small scale motor skills and do this with competence, for example threading cotton reels on to a lace.

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

The provision is satisfactory.

Children are cared for in welcoming and child friendly premises which are bright and well maintained. They do however have limited visual stimulus, such as displays of their own art work and posters, particularly at their level. Children have access to a good range of toys and resources which although cannot all be provided on a daily basis, are regularly rotated to ensure children have access to a good variety. Staff employ some positive practices to help keep children safe, and appropriate safety equipment is in place. For example, staff ensure children's safety through equipment such as socket covers and ensure good security is maintained at all times. Staff promote safety in practice with children, such as encouraging them not to run, and complete clear safety check lists on a daily basis to ensure risks to children are minimised. Children also learn about safety through their activities, for example they enjoy singing a song about the need to 'stop look and listen'. These aspects help ensure children are kept safe whilst at pre-school. Fire drills are regularly practised to help protect children in the event of a fire; however these are not sufficiently evaluated currently. Staff adopt clear procedures to help keep children safe when playing outdoors or going on local outings, for example discussing road safety with children and using a rope for children to hold if several are present. Staff have a clear awareness of child protection issues and several staff have completed training in this

area. This helps keep children appropriately safeguarded. The child protection policy is currently undergoing changes and requires some updating.

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

The provision is satisfactory.

Children are settled, secure and happy at the pre-school. They arrive with confidence, immediately immersing themselves into their activities, choosing from a range which are set out for them at floor and table top level. However they only have access to free play activities for only a small part of the morning which may be restrictive to some children in terms of choices and play opportunities. Children show they are happy, secure and independent at the pre-school and they play well together supporting one another and interacting well. Although staff have obtained the Birth to three matters framework to help them plan for the children under three, this has not yet been started so children of all age groups are not yet being fully planned for.

Nursery education.

The quality of teaching and learning is satisfactory. Staff are committed and enthusiastic, supporting children closely as they play and explore. They give children clear instructions and demonstrations, for example helping children work out how to assemble the marble run using explanations and photographs, rather than the staff doing it for them. Staff provide children with a wide range of activities the first part of their morning to enable them to make progress towards the early learning goals through their free play. The second half of the morning is more structured, which at times is restrictive to children who might prefer to have a greater choice or continue to learn through their play. Staff interact with the children as they play; asking them about what they are making and creating, encouraging language, thinking and exploration. Staff demonstrate a clear understanding of the Foundation Stage and how to help children make good progress; however their plans do not support them in ensuring all areas of learning are fully covered and sufficiently detailed and they lack some necessary detail. Staff keep details of children's progress although do not clearly link these to the stepping stones. Despite this, they are familiar with children's individual abilities and support them as they play, aiming to help them to make progress according to their individual abilities.

Children make progress in all areas of learning, for example they are developing good levels of independence. They pour their own drinks, blow their own noses and have enjoyed spreading their own bread. They settle quickly as they arrive and contribute with confidence in group situations, for example one child enjoys singing his choice of song to the rest of the group. Children have developed good friendships and know and understand the boundaries of the setting, for example one child tells another that 'we have to share'. Children generally make good progress in mathematical development; they spontaneously count and are able to hold up the corresponding number of fingers. They recognise the numbers on dice and have plenty of opportunities to develop their awareness of numbers. They understand shapes as they walk on shape mats and talk about the shapes they create and recognise rectangle, square and triangle. Opportunities for calculating and mathematical challenges are limited as they are not actively planned for but some children do understand some simple concepts, such as how many are left or how many more of something are needed.

Children are developing sound communication, language and literacy skills, they sing the alphabet competently and communicate with one another and staff clearly and with confidence. Afternoon sessions offer older children the chance to match items with corresponding letters

and to look at the alphabet in more detail. Children thoroughly enjoy books and handle them well; they regularly access the book corner both independently and with staff. They mark make with pens, crayons and paint, although they do not always actively access the area available for this. Children have a wealth of opportunity to engage in activities promoting their early mark making skills through hand-eye coordination.

Children enjoy exploring and investigating, for example exploring soapy water, finger painting, jelly, sand and dry noodles and split peas. They discuss as they explore and staff support this well. Children design and construct; for example they create their own structure with the balancing beams, build with duplo and bricks and fit the train track together well. They use technology with confidence; children thoroughly enjoy the computer and are able to use either the mouse or the 'touch screen' to navigate through programmes. They also use the remote control bug and know how to operate it. Children develop a sense of time and talk about their home lives and families, however limited activities are currently planned to develop their awareness of cultures and our wider society.

Children enjoy creative activities, such as painting with fruit and vegetables, junk modelling and colouring and drawing. Although there is some variety within these activities, some are more adult led. They also limit the choice available to children to make decisions about how they wish to create something, and if they wish to use materials or resources other than those set out for them. Children delight in imaginative play and spend extended periods playing in the home corner pretending they are firemen and policemen; they also delight as they perform puppet shows for staff and one another.

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

The provision is satisfactory.

Children are supported well as they play, and staff recognise them as individuals, encouraging them to feel valued and integrated at the setting. Children are developing warm relationships with their peers and staff, and good levels of confidence and independence, which staff promote. Children are beginning to develop an awareness of our wider society through a few planned activities, for example children have experienced a Turkish day, Spanish dancing and looked at other countries. They do have access to resources promoting their understanding of diversity, such as books, jigsaw puzzles, dolls and dressing up. Children's spiritual, moral, social and cultural development is fostered. Staff are clear on special needs issues and a nominated Special Educational Needs Coordinator is in place, which helps ensure that children with special educational needs are supported and have their needs met.

Children take responsibility for sharing and turn taking through requesting the egg timer to help them all partake in activities. For example they collect their name tag to use the computer and turn the egg timer and understand when it has stopped their turn has finished. They have good manners and say 'please' and 'thank you' without being prompted. Staff promote and encourage good behaviour; they praise children regularly and encourage them to help clear up by talking about 'what's in the bag'? Children can then find out once they have taken responsibility for clearing the toys away that they have been asked to. This enthuses and encourages children and they quickly tidy away and settle ready to find out. These aspects help children feel secure, welcomed and valued at the pre-school, and encourages them to develop a good understanding of right from wrong.

Parents are warmly welcomed and are worked with in partnership; they value the staff's support and commitment. They are provided with a range of information including newsletters, a copy

of the Foundation Stage of education on their parents' table and other information. They find out about their children's progress through the end of term reports and can informally liaise with staff whenever they wish, although no formal times are planned to consult with parents regarding their children's progress. Parents are encouraged to help their children to bring in things from home, and it is made clear to them who their children's keyworker is. Consequently, satisfactory systems are in place to enable staff to work in partnership with parents.

## **Organisation**

The organisation is satisfactory.

The pre-school is generally well organised, contributing to them promoting satisfactory outcomes for children. Generally the majority of required documentation is in place; however some aspects need implementing or revising, for example updating policies and ensuring strict confidentiality of certain documents. Staff run an organised session, although thought needs to be given to ensuring that children have sufficient free play and opportunities for choice throughout the morning. Staff maintain very good ratios, allowing them to interact and support children closely, and supervise them carefully. Four out of the five staff are qualified and all staff are police checked. This helps ensure children are kept safe and cared for appropriately. Procedures for recruitment and induction are satisfactory, however no system is in place to check the health of new staff. Policies and documentation around this aspect also require development and implementation.

Leadership and management is satisfactory. Staff are committed, enthusiastic and dedicated to their roles and the joint managers work closely together supporting the staff and promoting team working. All staff are encouraged to attend training, and do so as regularly as possible. There are no formal procedures yet in place to monitor staff development, however they intend to implement appraisals for all staff. There are currently few systems in place to assess the strengths and weaknesses of the setting. Children's activities also need to be clearly evaluated to help them assess areas for improvement. Despite this area requiring some development, staff are committed to making changes to improve the setting to the benefit of the children and their play and learning opportunities. The setting meets the needs of the range of children for whom it provides care.

## **Improvements since the last inspection**

At the last inspection in October 2003, the pre-school were set several recommendations relating to the care and education of the children. Both supervisory staff now have a level three qualification and some paperwork has been updated. However this aspect continues to require development and consequently has been set as a further recommendation. Staff have developed resources promoting children's awareness of the diversity of our society, and intend to expand planned activities in line with this aspect.

Children have plenty of opportunities to develop an awareness of communication language and literacy and staff provide a welcoming book corner and encourage its use, have provided some print around the room, joined the library and offer regular small group story times. Children are able to use their imagination in many creative activities; however this needs to be further expanded to ensure they are child led and provide children with a good range of resources to support their creativity. Planning systems have been implemented; however these also need further development.

## 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 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 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 and improve the range of images, posters and children's artwork displayed
- continue to assess the morning routine to ensure children have sufficient opportunity for free play activities
- develop, review and expand documentation, to ensure it is up to date, sufficiently detailed and in line with the National Standards

#### 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 and improve systems for planning, observation and assessment and ensure all areas of learning are fully covered
- improve organisation of time and resources to offer children greater opportunities to make free and independent choices
- develop and implement systems to effectively identify the strengths and weaknesses of both the staff and the setting

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)