



## **Barrowford Pre-School Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	309230
<b>Inspection date</b>	29 November 2006
<b>Inspector</b>	Wendy Fitton
<b>Setting Address</b>	Youth and Community Centre, Wilton Street, Barrowford, Nelson, Lancashire, BB9 8PU
<b>Telephone number</b>	01282 698057
<b>E-mail</b>	
<b>Registered person</b>	Marjorie Dixon and Karen Ashworth
<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?

Barrowford Pre -School Nursery has been registered for 21 years and operates within the Barrowford Youth and Community Centre in Barrowford, Lancashire. A maximum of 44 children may attend at any one time. The group is open term-time only, Monday to Friday and offers morning, afternoon and full-day sessions according to needs. Sessions are from 08.30 to 13.00, 09.00 to 12.00, 13.00 to 15.30 or a full day session from 08.30 to 15.30.

The group is registered as a private partnership and has two joint providers. There are 8 staff employed, this includes the joint providers and one deputy manager. All staff have hold appropriate early years qualifications.

There are currently 62 children on roll aged from two years up to five years. There are 45 children who receive funding for early education and there is support for children with learning difficulties and/or disabilities.

There are three play rooms, bathroom and changing facilities, kitchen area, office area and a snack/quiet room. There is a secured outdoor play area, local parks and recreation grounds are in walking distance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children are extremely healthy, well protected from infection and are well taken care of if they are ill or have an accident as staff follow current and appropriate health and hygiene guidelines. Children are fully aware of the importance of hand washing before and after meals and after the toilet; they talk about germs and feeling poorly in your tummy. Children follow the hygiene routines and use liquid soap and individual towels. Each child has an individual health plan that highlights allergies and any medication required. A photographic displays is sited in the snack area and shows parents and children how the staff promote good health and hygiene practices through activities and policies. Children's first aid and medical needs are met as staff have first aid certificates and record all medication, accidents and have consent for the seeking of emergency treatment.

Children learn and are very knowledgeable about healthy living and lifestyles. They rest and sleep according to their needs and younger children sleep in a travel cot. There are lots of quiet cosy areas with cushions and mats and allow children for quiet times to recharge their bodies. Children understand about the importance of fresh air and enjoy outdoor play in all weather. They participate in an extensive range of activities about health, resource sheets for health and body awareness are used, caring for teeth activities, making germ puppets and designing their own hand washing poster.

Children's physical development is extremely well promoted as they use large and small equipment and tools. They climb on large play apparatus and demonstrate a very positive attitude to exercise. They talk about how they are stretching their arms and move their bodies during their play. They talk about their heart beating fast and feeling hot. Children move and dance to music and manage their bodies to create intended movements. Children develop their hand and eye coordination as they use collage materials, paint, use one handled tools as they mix and mash during baking activities. They operate equipment by pushing and pulling the hoop outside and they run skip, hop and jump during the obstacle course and sports day.

Children are extremely well nourished and have all their dietary needs met because all needs are known and recorded. A snack menu is planned and shows a checklist of well-balanced foods and the food groups they belong to. Drinking water is sited in the play rooms and children can monitor their own needs for a drink. Younger children are provided with regular drinks from their key staff. Children bring a packed lunch from home and staff encourage parents to provide healthy options. Children chose and serve their own snack and enjoy cheese, breadsticks, raisins,

vegetable sticks and cereals. Snack time is an excellent well-planned activity where children learn about food and ask questions whilst trying out different tastes. Staff collect and use resource sheets that focus on healthy foods and food activity ideas.

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

The provision is good.

Children are well cared for in a warm, welcoming, secure and safe environment. The premises are child-centred and organised in a community building. Children are grouped in individual areas with some free flow into other rooms. Children feel a sense of belonging as there are bright colourful pictures and displays and they can pin up their own art work. Staff work very hard to create a homely environment for the children and have to set out rooms and furniture everyday and clear it away as the building is used by other community groups.

Children make extensive choices from a range of safe, suitable and appropriate play materials, equipment and furniture. There are child-sized tables and chairs, cosy areas with mats, cushions and bean bags and domestic style furniture for younger children. Children enjoy playing with role-play equipment, construction toys, small world equipment, art and craft materials, computer, sand and play dough. Children are really safe and secure as staff follow procedures and have all necessary safety equipment in place. For example, security buzzers, booking in and out procedures, sockets are protected and all safety policies relating to emergencies, risk assessments and outings are in place.

Children are well protected and safeguarded because staff understand their role in child protection. There is updated information relating to the new Safeguarding Children's Bureau. Staff when questioned are aware of their role and duty in reporting concerns to the designated person. A policy and procedure is available to parents and includes if an allegation is made against a member of staff. The referral chart is displayed and up to date information and contact details for other agencies are accessible. Staff have completed up to date training and this is ongoing.

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

The provision is good.

Children really enjoy and achieve as staff plan a range of interesting and exciting activities and experiences. They build and construct, play outside and go on nature walks, play in sand and water, make jigsaws and have role play. Children develop their imagination and creative skills as they sing and dance to music, listen to stories, draw and paint. They develop their confidence and self-esteem as they participate in routine activities. For example, the show and talk about time where they bring an item from home and share it with the group, they know when it is quiet time and sleep time. They show an interest what they do as they explore different textures, shapes and colours and play in the water.

Children make positive relationships with staff and each other, continually ask questions, play cooperatively, share toys and take turns. Children are confident and secure as they respond to the buddy system to help them settle into their new group. Staff challenge and support children

during their play with lots of open questions, sharing news and helping children to understand why things happen and how things work. Children are given good opportunities to share their feelings and they are listened to and responded to when they wake from their sleep or during the snack time. They are skilful communicators and enjoy the planned and spontaneous activities. They discuss their families and home environment and their emotional needs are met through secure relationships with staff in their base room. Children's growth and development is promoted as they play, rest and eat during the routines of the day. They are safe and learn to take risks as they climb on the slide, ride bicycles and learn the boundaries and the rules of being in a social group.

The quality of teaching and learning is good. Children are interested and motivated as they play with a purpose and enjoy the role play in Santa's workshop. They develop positive attitudes to learning and ask questions. They really enjoy themselves and are very confident, settled and happy as they enter the nursery and show interest in what they are doing. They concentrate at story time and re-create their own ideas. Children take responsibility for their own needs and use the bathroom independently and serve their own snack. They learn about their community and appreciate other cultures by taking part in outings, meeting community visitors and celebrating cultures and festivals. Children follow instructions and ask questions during their activities. They practice writing for a purpose as they use marker pens, paint brushes and write a letter to Santa, toy lists and write their own names on work.

Children begin to understand and practice counting as they count the bowls at snack time. They follow practical tasks for calculating, how many bowls do I need. They understand about space and shape as they sequence shapes on the friendship bracelets. Children recognise numbers on calculators, use tills, computers and operate simple roamers. There are some missed opportunities for children to independently explore mathematics and science. Children use their investigation skills as they explore lots of different mediums and materials and they design and construct with a purpose. They make Chinese lanterns and go on a spider hunt to learn about the natural world. They talk about what they see and what is happening as they look at things that float and sink, show an awareness of change as leaves change colour and blow off the trees.

Children use their imagination as they dress up and re-tell a story in role play and through creating their own drawings. They use their bodies to explore textures as they finger paint a hedgehog. They create their own collage pictures using sparkly, shiny, fluffy and rough materials. Children really enjoy the creative workshop area as they display their own creations on the interactive board.

The starting points for children and their needs are identified as staff find out about the children's skills and interests in discussion with parents and from information passed from other groups. There are detailed all about me booklets and observations, photographs and development records enable staff to plan for the next stage. The planning of the curriculum encompasses all areas of learning providing a balanced range of activities and experiences. There is continuous provision areas throughout the day and free play and focused activities. Staff's questioning methods and expectations support children to achieve as much as they can. Staff use very open ended questioning techniques to challenge children's thinking and enhance their language and understanding of every day situations. The teaching interests children and

helps them become focused and resist distractions. Children play really well and concentrate and persist for some time. Staff carry out planned and spontaneous observations and take photographs which are kept in individual progress files. Staff plan activities according to individual children and their needs and interests. There are good records of children's progress through the stepping stones and towards the early learning goals.

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

The provision is outstanding.

Children are extremely well cared for by staff who work well with parents to meet individual needs and ensure they are fully included in the life of the setting. All activities and experiences are suited to each child and their needs and interests. Children feel a sense of belonging as they are welcomed to the setting and their families and lifestyles are respected and acknowledged. Children are encouraged to bring in items from home to share with staff and other children to help them feel secure. Children have equal access to all toys, space and resources and self select as and when they want to. They have excellent opportunities to learn about the wider world and their community as they participate in themed visits and outings. They make Chinese lanterns, role play in the veterinary surgery, meet the police officer and health visitor and go on trips to the park and library. Staff have good knowledge and understanding of children who have learning difficulties and/or disabilities. They take appropriate action in partnership with parents and plan an individual care or education plan and follow the differentiation aspect when planning any activities.

Children's behaviour is exemplary and they show positive respect for each other's space, achievements, toys, furniture and equipment. They are extremely well- occupied and busy throughout the day and are not distracted or bored. Children understand responsible behaviour and work harmoniously together as they share and take turns. Staff are excellent role models to the children, they speak positively and use only positive language towards the children. If children display unwanted behaviour then staff give them time with support to think and sort out for themselves. Children are very caring towards each other and a buddy system gives older children some responsibilities for caring for younger children and helping them to feel secure. Children have excellent self-esteem and are highly confident and motivated due to the commitment and support given to them from the staff team.

Children's social, moral, spiritual and cultural development is fostered. They learn about their community and the wider world as they welcome visitors and participate in cultural themes and festivals. Children take on responsibility for their own behaviour and positively support and respect each other through sharing, turn taking and helping each other to feel settled and secure. They thrive from positive relationships with staff and develop good social skills as they play harmoniously in groups and alongside each other. Children are very confident and have good self-esteem through positive praise and encouragement.

Partnership with parents in relation to nursery education is outstanding. There are excellent relationships with parents and all parents are fully involved about the nursery education programme. The nursery brochure highlights the six areas of learning and gives information about the Foundation Stage and about how their children will develop and progress. All around the nursery areas there are information sheets and labelled areas of continuous provision and

a list of activities linked to the particular area. A newsletter is sent out regularly and this highlights the theme and asks parents for involvement through providing resources. Parents are very involved in their child's development and progress as staff discuss children's interests and needs with the completion of an all about me booklet. Parents have daily access to the assessment files and they can look at photographs, checklists and observations . Progress meetings are held with key workers and a recent questionnaire from parents states that they are very pleased and fully involved with all aspects of their child's learning and progress.

Children really benefit and feel thoroughly secure through the exceptional positive relationships between their parents and key worker. Parents are warmly greeted and welcomed into the building and lots of daily chats and information sharing takes place. There are notice boards, leaflets and daily diaries to keep parents informed. There are well planned parents days where they come into the setting and participate in various themed activities and play with the children. Parents sign all consent forms and access all the organisational information, policies and procedures. Staff actively plan and display information relating to National Standards and outcomes for children so that parents are fully aware of routines and care practices. Parents responses to the care provided highlight the friendly atmosphere, approachable staff, friendly caring people and they are extremely happy with the service.

## **Organisation**

The organisation is good.

Children really benefit from an environment and practice that is really well organised to meet all round development and needs. The manager and deputy are responsible for all organisational procedures and monitor staff and practice through regular meetings and identifying actions and development issues. Space, resources and routines are effective as children are grouped in separate areas and access all the necessary facilities for their individual care needs.

Children are well protected as there are clear and effective recruitment and vetting systems in place. Staff have been consistent for a number of years and they are deployed effectively and all have early years qualifications. The manager and deputy work in a supernumerary capacity and cover in all aspects of the nursery in the event of sickness or emergencies. Children are very well supported and staff have high regard for their well-being and needs. A key worker system is followed and there are good ratios of staff to children. Staff are warm, caring and sensitive towards the children and work hard to create an enjoyable and homely environment for children to learn and develop.

Children's welfare and safety is supported through policies, procedures, operational plan and all regulatory documentation. There are records of accidents, emergency contact details, attendance registers and medical information. There are very well organised operational procedures and these are reviewed and updated in line with current legislation. All staff work with the National Standards and are linking these together with the five outcomes for children to inform parents of how they help children be healthy, stay safe, enjoy and achieve and make a positive contribution. Although there is extensive organisational information and policies, some information is out of date and obsolete.

The leadership and management is good. The manager and deputy have a clear vision and continually keep up to date with current practices and any changes in legislation. The main role of the managers is to continue to provide good care and education for all children. They ensure that staff access all training to help them carry out their roles effectively. Management clearly identify their own strengths and weakness and are clear how they want to develop in the future. Staff are monitored through 1-1 meetings, staff meetings and through general observation.

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 record more detail in the fire drill records. There is now a record of the numbers of children and adults and if any difficulties have been encountered. Children's safety has now been enhanced.

### **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):

- update the organisation of all documentation.

#### **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):

- improve independent opportunities for children to explore mathematics and science.



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)