



Eyres Monsell Primary School

Inspection report for early years provision

Unique Reference Number	EY334499
Inspection date	10 October 2006
Inspector	Shami Kumar
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Registered person	Leicester City Council (Lifelong Learning)
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?

Eyres Monsell Primary School Day Care is managed by the Eyres Monsell and Gilmorton Children's Centre, which is part of Leicester City Council Children and Young People's Service. It registered with Ofsted in April 2006. There are purpose built care facilities, kitchen area and an office. There are adult and disabled toilets within the premises. Children and families using the centre are drawn from the local area. The setting is open every weekday all year round. Children can attend a variety of sessions as needed throughout the week.

The setting opens daily and children attend between the hours of 08.00 to 18.00. The setting provides 100 full day care places for children from birth to eight years in designated child care rooms in the centre as well as the Foundation Stage bases in the school. Within the Children's Centre there are currently 25 children aged two to under five years on roll in the setting. Of these three children receive funding for nursery education. The setting supports a number of

children with special educational needs and also supports children who speak English as an additional language.

There are currently five members of staff who work with the children and each child is supported by an individual staff member allocated to a particular child. With the exception of one, all staff have an appropriate early years qualification. The setting receives support from the local authority Children's Centre teacher and access training from the foundation stage as well as other courses. The setting is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene practices and routines as they become increasingly independent in their personal care. They learn about the importance of washing and drying their hands before eating and after using the toilet through the daily routines. Staff talk to the children about washing their hands properly to remove all the germs and drying their hands so that they are not sore. Discreet supervision ensures that the children wash their hands frequently, especially before eating and their independence is fostered by the provision of low level toilets and sinks which they can use safely. Children stay healthy because staff adhere to regular cleaning of the premises and equipment and there are good changing routines for children in nappies to help reduce cross infection. For example, staff wearing gloves and aprons for nappy changing, and ensuring that they wash their hands before preparing snacks.

Children benefit from the healthy snacks provided during the session. They enjoy the fruit, toast, vegetable sticks and like to choose from the range of drinks provided. Children's individual health needs are recorded before they start and staff are careful to ensure that these are met. Children learn about the importance of a healthy lifestyle from the work done during general discussion at snack time and organised topics. Although children do not sleep in the setting, they are able to rest according to their need, with staff ensuring that a quiet, comfortable area is available.

Currently children enjoy physical play opportunities and music and movement indoors. They develop balance and co-ordination using the wide range of equipment for physical play which includes wheeled toys, climbing frames, slides, balancing apparatus, tunnels, and large cardboard boxes. In addition children are encouraged to move imaginatively during organised music and movement sessions where they have great fun hopping, skipping, jumping and marching. Children learn about what happens to their bodies when they are active as staff talk to them about whether they feel hot or cold or whether they were tired after being so active. Children demonstrate good spatial awareness as they negotiate around each other while engaging in exercise and movement during the session. Staff are beginning to use the 'Birth to three matters' framework to plan and provide physical play experiences for the younger children.

Children are protected because staff are first aid trained and able to administer treatment in the event of an accident and the first aid box is stocked appropriately. Parents are made aware of the sickness exclusion policy before children attend and also for obtaining written permission

for any medication to be administered and consent to emergency medical treatment. Accidents are clearly recorded, however some entries in the book have not been countersigned by parents which has the potential to affect children's overall well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming child-centred setting where they are secure, happy and well settled. All parents and children are made very welcome and the resources are attractively arranged so that children are encouraged to self-select safely. Staff position themselves well at arrival and departure times and ensure that children are seated in the carpeted area with members of staff, whilst others deal with any discussions with parents and carers. The building meets the needs of the children well. They are able to move around independently, have access to all types of play and have their care needs well met.

Staff follow procedures which help to minimise risks and keep children safe. Measures such as socket covers, medicines or dangerous substances are inaccessible to children and large stair gates are used in certain areas. Risk assessments are in place and children learn to keep themselves safe by talking about why they should not run inside the setting, not throw toys, and why they need to tidy away the toys. However, children are not fully protected as a fire drill has not been practised and a fire blanket is not sited in the kitchen area. Parental consent is gained for all outings, including those in the school grounds and these are risk assessed to ensure children's safety.

Children are able to independently access toys, books and equipment from the wide range of resources on offer. Careful thought goes into the purchase of new equipment to ensure it meets the needs of the children as well as complying with safety standards. Furniture, equipment and toys provided are age appropriate. Children benefit because the resources and play materials are cleaned and checked regularly for safety and hygiene and often children participate in washing the toys or dolls.

Children are well protected because the staff have a good knowledge and understanding of their roles and responsibilities in child protection matters. The staff know what procedures to put into place when necessary, and there is a clear written policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and enjoy their time at the setting. Children and parents are warmly welcomed into the setting and those that are new to the group are helped to settle by staff who are sensitive to their needs. Children gain confidence from the relationships they develop with staff and other children which enable them to explore the environment and to independently select activities. Children under the age of three follow the same curriculum as older children funded for nursery education although assessments of their development are made using the 'Birth to three matters' framework. Activities are provided which are appropriate to the ages and abilities of all the children and they respond positively to the challenges set.

The children arrive happy and eager to learn. Staff are skilled and experienced at supporting children of all ages when they are trying out new activities, as they sit with them and show them how to do something for the first time and then keep an eye on them until they are more confident. For example, playing games on the computer and recording their voices on the tape recorder. Staff enjoy the company of the children in their care. They spend time talking to and playing with them. Early communication skills are supported through adult and child interaction. Children begin to make sense of the world and express their ideas as they join in the wide range of activities. For instance, children enjoy posting and sorting letters and pretending to cook food in the role play area. They acquire new knowledge and skills constantly through first hand experiences they are offered, for example, cooking, planting or visiting local shops.

Nursery Education

The quality of teaching and learning is good. The staff team have a good knowledge and understanding of the Curriculum guidance for the foundation stage and receive good support from the area teacher of the Children's Centre. The planning involves all the staff and is effective in covering all the areas of learning. Each child has specific targets, which staff discuss regularly, then activities are planned to challenge the children and extend their learning in those areas. The setting have recently updated their systems for recording observations and assessments on children's learning. Therefore, staff need to develop their understanding and confidence in using these systems in order to assess children's progress and plan for the next steps. Activities are evaluated to ensure learning outcomes are achieved and what could be improved. Staff use opportunities for small group work which includes reading a story and explaining to children about how the cover of the book provides an idea of what the story is going to be about. Staff are particularly skilled at managing behaviour, with emphasis on encouraging good behaviour and ensuring that children understand why something is wrong. Children are happy in the setting and have a very positive attitude to learning. They are confident and motivated and play well on their own and also work well together. Children behave well and are learning to accept responsibility for their actions by developing an awareness of right and wrong. The children are beginning to show good levels of interest and involvement in activities, concentrate and persevere well. They respond well to new ideas and activities when they are presented to them. For example, making a large collage picture using leaves and twigs, joining in with the 'hello' song and the music and movement session.

The children are developing good language skills and enjoy listening to books and stories in small groups. Staff use different tones of voice when reading a story to enable children to be motivated and their interest captured. They are learning to listen and to sit quietly for short periods in order to listen to a story about the 'Ladybird', and enjoy talking and reflecting about the story. They use speech to discuss experiences and feelings by talking daily about the weather, squirrels they have seen, and talking about members of their family. The children are beginning to recognise letters and to recognise their own laminated name cards. The graphics area provides good support for children to develop their pre-writing skills and mark making which they access independently. All of the children count daily using numbers with staff encouraging number recognition through routine activities such as counting the spots on the chocolate cake and matching numbers when posting the letters in relevant envelopes. Children confidently count to five and beyond and staff provide a range of activities to enable children to learn to problem solve. They recognise shapes, understand size by measuring feet, learn the

different colours, learn about sinking and floating, and about weight as they use the compare bears. They are introduced to addition and subtraction appropriately through number rhymes such as 'five fat sausages' and they use language such as more, less, big and little frequently in routines and activities.

Children develop knowledge and understanding of the world when they participate in activities relating to growth. They learn to plant beans and watch them change and also look and observe living things such as squirrels. They talk about hibernation and how many of the animals sleep at this time of the year. They acknowledge different seasons and activities are organised around them such as making snowmen pictures, spring flowers, summer beach with sand, and autumn pictures using leaves and talking about acorns. Children are learning to respect each other's culture through the celebration of a range of festivals when they read stories, make divas, make lanterns, listen to music and try out associated foods. Children use technology readily, showing skills with the computer as they develop mouse and keyboard skills, record their voices using the tape recorder, and using mobile phones in the role play area. Children have opportunities to use their imaginations as they take part in role play based on first hand experiences such as a the home corner, shop, hairdressers, and going to the doctors. The children have access to differing textures such as water, sand, play dough, clay, ice and dried food, and experience how colours change when mixed together. The children are beginning to talk freely and tell staff about their ideas, for example, making play dough into imaginary cakes or different size balls. They sing daily and particularly enjoy joining in with action rhymes which include 'five little ducks'. Musical instruments are readily available and the children have great fun in experimenting and listening to the different sounds they make.

Children's physical development is catered through a range of indoor activities. Children are able to move confidently around each other, showing balance and spatial awareness. Children are beginning to develop their finer manipulative skills and co-ordination by using a range of resources and tools which include scissors, peg boards, threading beads, spanners, and shape cutters. Children use a variety of different materials and choose methods of joining which include glue, sticky tapes, glue sticks, to make collage pictures and models. Staff have developed good systems to observe, monitor and record children's achievements. Organisation of space and resources is effective and children are encouraged to develop independence in their personal self-care and in their ability to access resources.

Helping children make a positive contribution

The provision is outstanding.

Children have their individual needs met extremely well, including those with additional needs. The setting is pro-active in obtaining resources to allow them to meet any specific needs. The special needs co-ordinator discusses each child with their parents to ensure that individual requirements are met and liaises with external agencies who are working with the child, all with parental consent. Children feel welcome and are able to take a full part in the setting. Staff take time talking to parents before children start to find out about their likes and dislikes, their favourite toy, information about their family, any pets they may have, and if they have any comforters. These are recorded and provide a good basis for planning future activities for the children which take into account their interests and helps them to settle and enjoy their time

in the setting. All children quickly have a sense of belonging as they are encouraged to identify strongly with their key worker group.

Children behave very well and respond positively to the reminders given by staff, who all handle behaviour in a calm and consistent way. For example, staff remind the children not to throw sand at each other, not to run, not stand on the musical instruments and give clear explanations regarding the consequences. They are encouraged to share, take turns, play nicely and they are learning the difference between right and wrong. They talk about how they and other children feel during group time and listen to stories which are read to them. Children play together harmoniously, for example, taking turns on the computer and recording their voices on the tape recorder. Staff provide good role models for the children and use praise well, rewarding children with comments such as 'that's a wonderful picture', or 'well done' which increases their self-esteem and confidence. Reward stickers are given for those children who have displayed positive behaviour or who have achieved a certain task. There are effective strategies in place to manage behaviour and all children are expected to be responsible and help in tidying away at certain times. All children have constant opportunities to make choices and decisions for themselves, for example, which activities to access. They arrive keen to learn, and they co-operate with others in their play such as two girls sit together and have great fun in looking at a book.

Children have opportunities to learn about themselves as part of the wider society through accessing an excellent range of books, resources and activities which have positive images of diversity and through celebrating a range of festivals. These include acknowledging their own culture as well as other cultures. For example, Christmas, Diwali, Chinese New Year, Ramadan when children make divas, lanterns, cards, try different foods and listen to music. Visitors are welcomed into the group to widen children's learning and the fireman and the local community policeman are particular favourites. All children are included in the activities and routines and they are encouraged to respect and value themselves and each other. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They are provided with detailed and continuing information about the setting and its education provision. Before their child begins all parents receive a booklet which contains information about the Foundation stage curriculum and the 'Birth to three matters' framework. Parents are able to access the Early Start Programme which gives them an understanding of how children learn and how they are able to help their child develop learning at home. Parents are given information about the day to day organisation of the setting and they are invited to attend for settling-in visits to enable their child to settle smoothly. Children benefit because parents receive regular information through newsletters about current topics and displays on the notice board. Information about children's needs and interests is actively sought before care begins. Parents are encouraged to share all that they know about their child which contributes to their individual learning plan. Parents benefit from the meetings and verbal communication with staff which allows them to discuss aspects of their child's care and achievements and they know they are able to access their child's assessment records books at any time. Parents are able to make use of the library scheme, the toy library, and to pick up details of nursery rhymes and making their own play dough. This helps them to provide different play experiences for their child. Parents speak highly about the group and they value the welcoming, caring atmosphere and approachable staff at the setting.

Organisation

The organisation is good.

Children benefit from the experience of the staff and their commitment to meeting the individual needs of the children. The staff and management of the provision have a high regard for the well-being of the children. Staff are encouraged to undertake regular training and take on new initiatives to develop their knowledge and practice. These include professional qualifications, first aid training and the 'Birth to three matters' framework. The staff work very well together as a team and they are sensitive to the children and make their care and education their first priority.

Children gain from the organisation of staffing deployment and good adult to child ratios, which gives them some individual attention and support. The play room is divided into different work areas and staff support children well during activities and allow them time to develop their learning. The building has been designed and set up to allow children to develop personal independence and to give them opportunities in all areas of play and learning. Children and parents benefit from the effective key worker system in place in the setting.

The leadership and management is good. The supervisor supervises the staff well and provides an effective induction for students and new staff which covers necessary information, policies and procedures. The management of the Centre are aware of their roles and responsibilities. The management are fully supportive and carry out risk assessments, maintain the overall provision and ensure that there are clear vetting procedures in place. The line manager is responsible for monitoring practice, organising recruitment and employment of staff and carrying out on-going appraisal systems to identify training needs. Regular staff meetings take place which enables the setting to reflect on their practice so that they are aware of their strengths and weaknesses. They evaluate the activities provided for the children each week and keep evidence to show how children make progress in their learning. Currently the provision is providing sessional care but there are plans to develop out of school care and a creche.

Children's care and welfare are safeguarded because the documentation and record keeping are maintained as required although parents have not countersigned all entries in the accident book. There are well written policies and procedures in place for the safe and efficient management of the setting. Overall children's needs are met.

Improvements since the last inspection

Not applicable

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):

- ensure that all entries in the accident book are countersigned by parents
- ensure that the emergency escape plan is practised regularly
- ensure that a fire blanket which conforms to BS EN safety standard is sited in the kitchen area.

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 staff's understanding and confidence in using the new planning and observation recording systems effectively, in order to assess children's progress and planning for the next steps.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk