



Signhills Pre-School and Hardys Den

Inspection report for early years provision

Unique Reference Number	EY271766
Inspection date	13 November 2006
Inspector	Kathryn Margaret Clayton
Setting Address	Signhill School Site, Hardys Road, Cleethorpes, North East Lincolnshire, DN35 0DN
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Registered person	Cleethorpes Childcare
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Signhills Pre-school and Hardys Den was first established in 1990. It is run by a voluntary committee and serves the childcare needs of the local community. The facility is located on the Signhills School site in a residential area of Cleethorpes.

The pre-school has places for up to 22 children from two to five years, and the out of school club has 26 places. There are currently 95 children on roll in the out of school club and 52 in the pre-school. Children with learning difficulties and disabilities attend the setting. All of the children attending the pre-school are three and four-year-olds in receipt of nursery education funding. Opening times for the pre-school are 09.00 to 15.30, Monday to Friday during term time only. The out of school club opens from 07.45 to 09.00 and 15.30 to 18.00 during term time and from 08.00 to 18.00 during school holidays.

The pre-school operates from a mobile unit and the out of school club from a classroom. There is a fully enclosed outdoor play area. There are 12 staff employed, 11 of whom hold or are working towards a relevant qualification. The setting receives the support of the North East Lincolnshire Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are physically active in the pre-school. They have opportunities to play in an attractive outdoor area. There is a track and grassed area where they confidently use a good range of equipment, such as wheeled toys, trikes, bicycles and a seesaw. Children also enjoy using a wide range of small equipment, for example, hoops, balls, balancing equipment, bean bags and quoits. The setting follow a scheme which helps children to develop essential basic skills in movement and coordination. This promotes their physical development and gives them a sense of achievement when they are rewarded with certificates and badges.

Children remain healthy because they are cared for in a very clean environment. They start to learn about effective hygiene routines with the support of staff. For example, all children wash and dry their hands using antibacterial liquid and individual paper towels at all appropriate times. A large poster in the toilet area further encourages children's understanding of hygiene.

Children start to learn about the benefits of a healthy lifestyle as they eat healthy and nutritious meals at the setting. For example, children who attend the out of school club enjoy a snack of apple and breadsticks as they come in from school and a hot tea of pasta and sauce. Children attending the pre-school enjoy nutritious, freshly made lunches, such as chicken salad with apple crumble. They learn the importance of drinking regularly as they have direct access to water in the playroom and are encouraged to drink throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into an attractive environment, with a smiley face on the door and bright displays. The pre-school children choose from a wide range of very well organised resources that are clearly labelled with photographs and words. This helps to promote their learning and independence. Children who attend the out of school club choose from a suitable range of toys and have a designated playroom, however, they do not always have access to a space to relax that is equipped with appropriate furniture.

Children remain safe in the setting. There are very good security arrangements in place and staff closely supervise children. Staff are extremely vigilant and well organised at lunchtime, for example, when many children arrive and depart. Staff undertake daily safety checks to make sure the areas are ready for children before they arrive and the toys and equipment are safe to use. Children start to gain an early understanding of managing their own safety as they are involved in the regular evacuation of the premises. This takes place at least five times during one week, every half term, therefore ensuring all children are involved. Children are safeguarded

because the staff have a good understanding of their responsibilities with regard to child protection.

Helping children achieve well and enjoy what they do

The provision is good.

All children are very happy, settled and actively engaged in a broad range of interesting activities. These include role play, a book corner, collage, mark making and sand play. Many children play well in groups and show high levels of involvement, for example, when playing imaginatively with cars and a garage. Children are confident and approach staff readily. Children who attend the out of school club have the opportunity during the school holidays to go on visits and outings. For example, a trip to Rand Farm. They show good imagination, for example, when dressing up for Halloween. Children enjoy good relationships with staff, all interactions are positive and caring.

Nursery Education

The quality of teaching and learning is good and children make good progress towards the early learning goals. The knowledgeable staff have a clear understanding of the Foundation Stage curriculum. They plan a very well organised programme of activities and fully understand the learning opportunities available to children. Staff are effective in assessing children's individual progress using play plans and learning journeys. This helps them to successfully plan for the next steps in children's learning. A challenge for children is carefully considered as key workers plan activities for their own group. One example of this is when older or more able children are encouraged to cut out more complicated shapes. Staff use their time effectively and work directly with the children in well organised free play sessions and small group activities.

Children are confident and friendly, they respond well to instructions and are eager and interested to learn. Children are independent, for example, when selecting toys or managing their own personal hygiene. Activities, such as collecting Christmas gifts for children from other countries, help children to understand the need to care for others. Children listen attentively to stories, for example, 'Down by the cool of the pool', and they enthusiastically join in with action and parts of the story. Many children speak confidently and clearly. They enjoy sharing books together and talk readily about stories, for example, 'Elma the Elephant'. Planned activities, such as inviting a librarian to read to the children helps to enhance their interest and enjoyment. Children have good opportunities to start to learn to write their own names and are beginning to form some recognisable letters. Staff make good use of learning opportunities, such as snack time to help children to identify letter sounds, for example, in their own name.

Many children show an interest in number. They confidently count the number of children present and are aware of larger numbers in the environment. Children are starting to solve simple problems, for example, they are aware that when normally there are 22 children at pre-school and there are only 21 present that one child is missing. Children recognise basic shapes and are challenged by staff to carefully think about shapes in the environment. Children are starting to become aware of positional language as they plan a journey for a programmable toy. Activities, such as singing number rhymes also help them to gain an early understanding of number problems. Children carefully construct using a good range of equipment. They begin

to show an interest in the natural world and enjoy opportunities to handle and learn about living things when the setting arrange for small animals to be brought in from a local farm.

Children are interested in the pre-school computer and show good control when using the mouse. For example, when completing a game about 'Young Macdonald's Farm'. Increasing skill is shown with the use of one-handed tools, such as glue sticks and scissors and children hold pencils and crayons correctly. The setting help children learn about healthy practices, for example, by inviting a dental hygienist to talk to the children. Children negotiate space well and have regular opportunities to be active, although they do not always spend sufficient time outdoors. Children are enthusiastic about exploring their senses, for example, as they feel dry sand run through their fingers. They sing confidently and expressively, and show good imagination in play. One example of this is when they dress up and care for their babies.

Helping children make a positive contribution

The provision is good.

Children are cared for in a friendly atmosphere where they are valued. The welcoming display in the out of school club and the photographs around the pre-school, help children to gain a sense of belonging. Positive images reflecting diversity ensure children become more aware of the wider world. Children's spiritual, moral, social and cultural development is fostered. Staff are calm and encouraging at all times and use positive strategies, such as explanations, to help children to learn how to take turns. One example of this is when children are playing with a programmable toy.

Children behave well. Older children who attend the out of school club are involved in devising their own rules, therefore they learn about what is acceptable behaviour. Children with learning difficulties and disabilities received good support. Staff work closely with parents, the school and outside agencies to identify and meet their needs. Parents and children benefit from friendly relationships. They receive good information about the setting, and have access to a wide range of policies. However, the complaints procedure is not up to date with current information regarding the need to report on complaints made by parents relating to the National Standards.

The partnership with parents and carers is good. The information received about the educational provision is good and includes an informative photographic display about the Foundation Stage curriculum. The pre-school are very effective in keeping parents informed about their children's progress. There is an initial meeting with parents, regular open days, and the opportunity to take children's individual assessments home to add their comments. Children and parents benefit because the setting encourage children to take a different book home everyday. Asking parents to bring in items of interest, for example, things that are triangular in shape, helps to further enhance children's learning and the close links with home.

Organisation

The organisation is good.

Children benefit because they are cared for by a well qualified staff group who show a good commitment to ongoing training and development. There are clear appointment and induction

procedures in place. Staff work very effectively as a team, they are all fully aware of their roles and complete tasks, such as preparing for snack time efficiently, therefore they are able to spend most of their time directly with children. There are very generous staffing ratios in place and good support and guidance for staff.

The leadership and management of the nursery education is good. Regular planning and review meetings take place, therefore ensuring all staff can have an input. Management are effective in assessing and monitoring the nursery education provision. They review children's individual profiles, for example. Staff receive good support in their roles; all key workers have additional time available to allow them to complete necessary organisational tasks. By working directly with the children, management are able to more easily monitor the nursery education provision. 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 were asked to improve the play provision for children and the opportunities for children to start to learn to write their own names. Children now benefit from having access to an attractive outdoor area and there are more incidental opportunities in play for them to make marks and start to form the letters of their names, for example, on pictures.

Complaints since the last inspection

Since 1 April 2004 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.

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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 the complaints procedure is up to date
- ensure the out of school children always have access to space to relax that is equipped with appropriate furniture.

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):

- ensure children spend sufficient time engaged in active outdoor play.

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