



Pool Pre-School Group

Inspection report for early years provision

Unique Reference Number	512640
Inspection date	30 November 2006
Inspector	Abigail Caroline Cunningham
Setting Address	Pool C/E School, Arthington Lane, Pool in Wharfedale, Leeds, West Yorkshire, LS21 1LG
Telephone number	0113 2843151
E-mail	
Registered person	Pool Pre-School Group
Type of inspection	Integrated
Type of care	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.

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?

Pool Pre-School opened in 1991 and operates from two rooms within Pool Church of England School. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open term time only, Monday to Friday, 09.00 to 12.00 and Monday and Wednesday, 13.15 to 15.45. All children share access to a secure enclosed outdoor play area, the early years playground and the school hall.

There are currently 40 children aged from two and a half to under five years on roll. Of these, 34 children receive funding for early education. Children come from the local and surrounding areas. The pre-school currently supports a number of children with learning difficulties and disabilities.

The pre-school employs seven members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. The pre-school receives support from an advisory teacher and the emphasis is on learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy exercise and develop a positive approach to this through regular opportunities for physical play, such as playing ring games in the school hall, accessing the outdoor play area, the early years playground and going out for walks in the local community. They handle tools, objects, construction and malleable materials safely and with increasing control. Children move freely with pleasure and confidence, for example, they can run, balance and climb. More able children can manage their bodies to create intended movement, for example, while pouring drinks at snack time.

Different methods for promoting personal hygiene are used, such as there is soap and paper towels available in the toilets. The staff are good role models, for example, they wash their hands before serving food. The children independently wash their own hands and more able children understand the reasons why, for example, 'because of germs'. The children enjoy helping with hygiene routines, such as wiping the tables before snack time and sweeping up the sand.

Drinks are offered to children at set times and the children have to ask if they want drinks at other times, which limits their independence. Staff have a good understanding of each child's dietary needs. Information of children's dietary needs are recorded and up to date information is shared between parents and staff. Children are encouraged to learn about the importance of healthy and nutritious foods. The staff take the children shopping to buy food and provide them with opportunities to help prepare, cook and eat meals, such as vegetable stew. Snacks are healthy and nutritious, for example, bread sticks and various fruits.

Satisfactory arrangements are in place for first aid, one member of staff holds a current first aid certificate and two members of staff are currently attending first aid training. Additionally, there are several staff within school who also hold current first aid certificates. There is a fully stocked first aid kit available and written policies are in place regarding sickness, accidents and administration of medicines; these are fully implemented and shared with all parents.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is warm and welcoming with good evidence of children's play and activity. Parents and children are warmly welcomed on arrival. Children's work is displayed on the walls in the playrooms and photographs of children at play and involved in an excellent range of activities can be seen in the various planning files. Toys and equipment are easily accessible. The staff clearly explain to the children about the different activities that are available during the session and the children independently choose what they would like to do. Toys and

equipment are stimulating, fun, interesting and provide sufficient challenge for the children. As a result, the children are interested in and want to play with what is available.

There is a very good range of age appropriate toys, furniture and equipment available which meets the needs of all the children attending, such as outside toys, arts and crafts, home corner, dough, mark making, games, jigsaws and musical instruments. The book area is inviting and comfortable and the children have good access to books, which they enjoy looking at.

Staff have a satisfactory awareness of potential hazards and take some positive steps to promote safety, for example, the outside play areas are always thoroughly checked before use. However, the settings health and safety policy is not fully implemented, as hot drinks are not completely inaccessible to the children during snack time. The children are developing an awareness of safety through practising emergency evacuations regularly and the children also alert staff when they find a broken toy, which is removed from play and thrown away. The children are supervised at all times, are unable to leave the premises unattended and are never left alone with persons who have not been vetted. The system for managing access to the premises is satisfactory. Unauthorised persons are unable to gain entry and there is a record of visitors.

Child protection procedures are satisfactory. All the staff have attended child protection training and have access to child protection contact details. The setting has a child protection policy in place which is shared with parents. Child protection is covered during staff inductions and as a result, the staff know the possible signs of abuse and the reporting procedure.

Helping children achieve well and enjoy what they do

The provision is good.

All staff have attended the initial 'Birth to three matters' training and the younger children's development records reflect this framework. The staff recognise the children as individuals and meet their differing needs well. Activities are very well organised. Children are involved in an excellent range of activities both inside and outside, and through visits and outings, which supports their all round development. For example, visits to the post office and conservation area.

Activities are presented in an interesting and thoughtful way, such as planting onion bulbs. There is a broad range of activities, which particularly interest older children and encourage them to make decisions and cooperate, for example, while typing Christmas greetings in various languages using the computer.

Children relate and play very well with the other children present and are happy and settled. The staff balance their time carefully to allow children to play and learn independently as well as giving time for support and encouragement, for example, while building a tower with the bricks.

The staff are very interested in the children, what they say and do. They consistently talk and listen to them, asks questions to make them think and respond enthusiastically giving praise and encouragement. For example, at the end of each session the staff praise the children individually, regarding how well the children have listened, tidied up and played nicely with

the other children. The children are fully involved in their activities, they are interested in their environment and keen to do and find things out for themselves.

Nursery Education

The quality of teaching and learning is good. Staff have attended Foundation Stage training and competently put this into practice. They show a good knowledge of the Foundation Stage and provide an excellent range of activities and experiences to cover all areas of children's learning. Planning is clear and covers all areas of learning in the curriculum. Detailed planning for focused activities, ensures clear learning intentions are identified for children. Assessment records for each child clearly show the children's approach to learning, their achievements and progress. However, these do not identify what needs to be included in planning for children's individual next steps in learning. The environment is generally well organised, activities are accessible and attractively set out. All areas are well stocked and all planned activities are taking place. During the session the children do have opportunities to play and interact with staff and children in small groups. However, the children are not always grouped effectively, for example, during snack time and at the beginning and end of each session, the children meet up in one large group and some of the children become restless.

All children show independence in carrying out and selecting activities and more able children show high levels of involvement in activities, for example, while making envelopes. The children separate from their main carer with confidence. Older children talk freely about their home and community and seek out others to share experiences. They initiate interactions with others and have a positive self-image, for example, a four-year-old approached a member of staff and said 'I've done super writing today'. The children have very good opportunities to link sounds to letters and can name and sound out letters of the alphabet. Children have excellent opportunities to engage in activities that require hand eye coordination. They enjoy writing for a variety of purposes, for example, making shopping lists. More able children can form recognisable letters and many can write their own names.

The children enjoy counting and have favourite counting songs, for example, a three-year-old asked to sing 'five little leaves'. More able children count reliably beyond 10, for example, a four-year-old counted 12 bulbs. They show an interest in number problems and sometimes show confidence to offer solutions, for example, while playing with the frog game. Children show an interest in the world in which they live and investigate objects and living things to find out more about them, for example, while gardening, visiting the conservation area and collecting leaves. They construct with a purpose in mind and can complete a simple programme on the computer. Children remember and talk about significant events which have happened to them. They are beginning to know about their own cultures and beliefs and those of other people. The children are able to confidently sing songs and rhymes from memory. They enjoy playing with the musical instruments and can make the instruments play both loudly and quietly. The children understand that different media can be combined. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

The staff manage the children's behaviour positively and consistently and according to the child's level of understanding and maturity. For example, they are calm and clear regarding routines and boundaries. The setting's behaviour policy is in place and shared with parents. The children are well behaved, they are able to take turns, share and are cooperative at tidy up time.

There are good systems in place to support children with learning difficulties and disabilities. The staff know the children well and as a result, the children's individual needs are well met. The children develop a positive attitude to others and develop a good understanding about the wider world and community, through going out for walks, attending some assemblies within school, celebrating festivals and having access to a good range of resources which show positive images of culture, ethnicity, gender and disability. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. The parents receive clear and detailed information about the educational provision through newsletters, notice board, policy file and committee meetings. Parents have good opportunities to share what they know about their child through regular discussions with staff. The parents are encouraged to be involved with their child's learning and are able to volunteer to help out at the group. Children and parents are encouraged to bring in items from home to support the current topic. The parents are well informed about their child's achievements and progress. They can easily access their child's development record and able to add their comments to these.

Organisation

The organisation is good.

Good use of space and resources, furniture is positioned to allow children the space to play and move around freely and safely. Effective planning and comprehensive policies and procedures are in place, together with good quality information about children's activities. The staff are organised and work well together, they are effectively deployed and create a stimulating, orderly and supportive environment for the children. The children are given good support and encouragement, as a result, the children are happy, secure and confident across all age groups. The staff team implements most policies and procedures well, which has a positive impact on the children. All the required documentation is in place, is easily accessible and is stored securely, such as registration details. A good system is in place to record the staff and children's daily attendance and this is accurate and up to date.

The leadership and management of the nursery education is good. The staff team are committed to improving care and education and have regular opportunities for staff development, such as attending training, staff meetings, planning meetings, committee meetings and appraisals. The staff regularly work with an advisory teacher from the local authority and a development worker from the pre-school learning alliance to improve their practice. All the staff are fully involved in planning the curriculum and assessments records are always updated by key workers. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care and nursery education inspections the setting was asked to increase opportunities for children to become more independent at snack time and ensure that staff have up to date knowledge of child protection issues. All the staff have completed child protection training and the children now take it in turns to help pour the drinks and prepare and serve the fruit at snack time.

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 hot drinks are inaccessible to children and that the settings health and safety policy is fully implemented
- ensure the children have independent access to drinks at all times.

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 the children's assessment records to plan for their individual next steps in learning
- organise groups more effectively.

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