



Stanley Village Pre-School

Inspection report for early years provision

Unique Reference Number	206878
Inspection date	27 November 2006
Inspector	Sharon Dickinson
Setting Address	Stanley Village Hall, 7 Park Avenue, tanley, Ilkeston, Derbyshire, DE7 6FF
Telephone number	07800 663062
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Registered person	Stanley Village Playgroup
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?

Stanley Village Pre- School opened in 1987. It operates from two rooms in the village hall in Stanley village. A maximum of 24 children may attend the pre-school at any one time. The setting is open term time Monday to Thursday 09.30 to 12.00 and Fridays 09.15 to 11.45 and then 12.30 to 15.00 for rising fives. The group also operate a lunch club on Tuesdays, Wednesdays and Thursdays from 12.00 to 13.15. All children share access to an outdoor play area.

There are currently 31 children aged from 2 to under 5 years on roll. Of these, 16 children receive funding for nursery education. The pre-school serves the local area. The setting has systems in place to support children with physical and learning disabilities and children who speak English as an additional language.

The pre-school employs four staff. All of whom hold appropriate early years qualifications. The setting receives teacher support from the Derbyshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and well maintained setting. Staff implement consistent hygiene practices such as wearing aprons and gloves when preparing food. They extend even the youngest children's understanding of personal hygiene through fun daily routines, for example, by singing the 'hand washing song' before snack. Staff attend further training, such as first aid and food hygiene to ensure children's health is maintained. Staff are pro-active in researching information on relevant practice to help prevent the spread of infection, for example, recommended hand washing procedures and information for parents about common childhood diseases.

A varied range of healthy and nutritious snacks are provided in line with children's dietary requirements and preferences. Some foods are home grown on the children's allotment or freshly baked by the group, promoting children's understanding and enthusiasm for healthy eating. Drinks are readily accessible at all times. Meal-times are relaxed, social occasions where children are organised into small family groups and staff sit with the children offering appropriate support and provide good role models. Parents are advised about the contents of packed lunches and staff store perishables appropriately to ensure children's continued safety.

Children have daily opportunities to access outdoor or indoor physical play. Regular trips and local outings are planned, such as nature walks, visits to the allotment and zoo, to enable children to experience the wider community. The group have use of the park area sited adjacent to the setting providing access to large climbing and balancing equipment and ample space to run about freely developing a healthy attitude to exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The spacious facilities are well organised and a wealth of activities are prepared by staff prior to children's arrival to maximise time and children's opportunity to freely access the variety of play experiences. Children's topic and art work is attractively displayed providing a welcoming environment and creating a sense of belonging. An attractive book area is available for children to relax if they choose. The premises are secure and staff are vigilant about children's safety particularly at busy periods. The recruitment of parent helpers to assist in domestic tasks ensures staff are deployed effectively to support the children. Good supervision is maintained at all times.

There is a wide range toys and equipment available to meet children's all round developmental needs and interests. Staff make regular checks to ensure resources are clean and safe for use and replenish items as needed. Children are encouraged to care for the environment and play

materials by helping to tidy away toys before snack time. Staff monitor children's access to activities and skilfully deploy themselves to engage children's interest, for example, sitting at the water tray to wash dolls and dancing to music with a group of children before leaving them to continue the activity to their own satisfaction. Daily risk assessments are carried out and staff adapt furniture and equipment to ensure hazards to children are minimised. Children learn about safety through practical activities, such as role play using a road safety set and a visit from a police officer. Secure procedures are in place for the safe conduct of outings and fire drills are regularly practised to ensure children's safety is maintained.

Staff are fully aware of their roles and responsibilities in relation to the protection of children and have attended child protection training. A child protection statement is in place, although clarity is required in relation to procedures to be followed in the event of an allegation being made against a member of staff or volunteer to ensure children continue to be protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They relate well to staff who provide good support to all children attending, sensitively engaging in their play and conversations. An exciting range of fun practical activities are provided which children confidently access and enjoy. They choose from the variety of play opportunities on offer, older children generally stay on task whilst younger children appropriately explore activities to their satisfaction. The 'Birth to three matters' framework is effectively implemented; a designated coordinator oversees that the daily routine and planning successfully meets the needs of younger children attending. Staff observe children's progress and share their achievements with parents. They adapt activities and provide additional resources to challenge more able children, for example, provision of more complex puzzles for those children able to complete age appropriate jigsaws with ease.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Staff are calm, relaxed and friendly in their management of the children, offering appropriate positive comments to enhance self esteem. Sessions are well balanced to provide opportunities for children to pursue their own interests as well as to take part in adult led activities. Activities are adapted to enable children of varying abilities to participate; however, staffs' questioning skills do not consistently extend and challenge more able children. The children have access to good quality resources that are presented attractively to engage them in purposeful play. Staff have a good understanding of the Foundation Stage and deliver a curriculum that covers all areas of learning. They plan a wide range of worthwhile activities for children and successfully thread themes through daily resources. However, the majority of 'focus activity' aims are centred on craft sessions and are not often extended to other areas of learning such as physical or role play. Assessment systems are comprehensive and regularly updated but they are not clearly linked to planning to identify and provide for children's individual learning needs.

Children are enthusiastic and motivated learners. They ask questions and confidently contribute in group situations. The children behave well and take an active part in the nursery routines,

for example, by helping to tidy away toys. They build warm relationships with staff and peers and close friendships are forged. Children's communication skills are developing well, many initiate conversations and use a widening range of vocabulary to talk about real and imagined events during play. Staff encourage children's enjoyment of books and stories by supporting their frequent use of the book corner. Older children are able to write their names and form recognisable letters and younger children are making good progress towards this through first hand experiences such as, tracing letters in corn flour and making lists in role play. Daily activities are planned for mark making but children have few opportunities to self-select from a variety of media. Children see print in the environment, and have regular opportunities to recognise their names, for example, by identifying name cards at snack time. Older children are beginning to link letters and sounds confidently.

Children are very successfully learning that mathematics has practical uses like counting the number of children present. They have opportunities to compare numbers and to solve simple problems through practical play activities. Children count to ten and beyond and are learning to sequence the days of the week. They indicate that they appreciate the concept of three-years-old by holding up three fingers. Children recognise and name familiar shapes and use resources such as coloured beads to devise repeating patterns. They have excellent opportunities to learn about the world through first hand experiences such as attending the local allotment to observe and care for living things. Children use a range of technology resources, including a computer, to support their learning and regularly design and make models using a variety of construction sets and recycled materials.

Children have daily opportunities to explore and develop their senses through malleable materials including sand, water, and dough. They undertake regular drawing and craft activities and are able to initiate their own creations which they complete to their own satisfaction. Children explore sound and rhythm using musical instruments and join in a variety of songs with enthusiasm, particularly when practising for a forthcoming Christmas concert. Children act out scenarios and use their imagination when using small world toys and role play props, such as the cars and garage and puppet theatre. Children have access to a wide range of physical activities inside and out- of- doors and are developing very good co-ordination skills. They have opportunities to practise a range of skills, including climbing and balancing, and use the apparatus with confidence and co-ordination. They demonstrate spatial awareness when using bikes, moving safely avoiding obstacles. Children use tools, such as brushes and scissors, with increasing confidence and have time to practise their skills. They learn about the importance of keeping healthy and how their bodies work through daily routines and planned activities such as, movement sessions.

Helping children make a positive contribution

The provision is good.

Staff are very knowledgeable about children's individual needs and work closely with parents to ensure new children settle into the group well. Good systems are in place to support children with physical and learning difficulties. Staff successfully liaise with other agencies to maximise learning opportunities that help all children make progress in their development and reach their potential. An inclusive environment is provided where children freely access activities provided.

Practical play experiences are provided, such as food tasting and role play which help children understand and respect other cultures and beliefs. Children's social, moral, spiritual and cultural development is fostered.

Positive behaviour management strategies are in place and are consistently implemented by staff. Children are well behaved and respond to boundaries and routines, for example, they promptly stand still and listen to staff instruction when they hear the tambourine used by staff to gain their attention. Staff discuss unwanted behaviour with children and help them look at other ways they can act out their feelings and emotions; successfully helping them learn right from wrong. Younger children are sensitively redirected to other activities by staff which is appropriate to their age and maturity.

Partnership with parents and carers is good. Useful information is available to parents, such as weekly planning and regular newsletters. They have access to policies and a comprehensive information pack which includes an overview of the Foundation Stage. Parents are given opportunities to make suggestions or comments about the setting and are made aware how to make a complaint, however, there is not currently a formal complaints log in place. Key workers are available at the beginning and end of the session to exchange information with parents about their child's day. Staff observe and record children's progress and achievements and share development reports with parents at open evenings held on a bi-annual basis. Parents views about their child's progress are sought and advice is made available to help them extend their child's learning at home.

Organisation

The organisation is satisfactory.

Leadership and management is good. The enthusiastic staff team have a collaborative approach to all aspects of their work. Systems have been put into place to help improve the quality of the provision, such as appraising staff and regular monitoring of children's access to activities. The setting is committed to staff development and training which helps to promote the improvement of care and education for all children. Key workers effectively promote good communication between home and pre-school and designated staff oversee the curriculum for both younger and older children to ensure themes and activities meet their varying development needs.

Most records and documentation is in place, however, some require up-dating including, the daily register which does not indicate hours of attendance posing a potential risk to children's safety. Documentation is well organised and stored securely maintaining confidentiality of the children and their families. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection staff have implemented clear policies and procedures to be followed in the event of a child being lost or uncollected. Written parental permission is now obtained regarding the administration of first aid to children, however, this does not fully extend to the seeking of any necessary medical advice or treatment.

A well balanced programme of activities are now planned which effectively cover all areas of learning ensuring children receive a full and varied range of learning opportunities. They develop creativity through daily access to craft and malleable activities and regular opportunities to enjoy music and imaginative play. They become aware of healthy practices and the effect of exercise on their bodies through daily routines, planned topics and movement sessions.

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.

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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 children and staffs hours of attendance are clearly recorded
- ensure policies and documentation are up to date, particularly in relation to the child protection statement, parental permission for the seeking of medical advice or treatment and the provision of a complaints log.

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):

- further develop the use of assessment systems to identify 'next steps' in children's learning and inform planning, ensuring appropriate differentiation and challenge is provided, particularly for more able children
- extend focus activities beyond creative tasks on a more regular basis
- continue to develop the mark making area to allow children opportunities to self-select from a variety of media.

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