



# Church Walk Pre-School Nursery Limited

Inspection report for early years provision

<b>Unique Reference Number</b>	EY332856
<b>Inspection date</b>	29 November 2006
<b>Inspector</b>	Sandra Elizabeth Williams
<b>Setting Address</b>	off Church Walk, Ulverston, Cumbria, LA12 7EN
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<b>E-mail</b>	
<b>Registered person</b>	Church Walk Pre-School Nursery Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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?

Church Walk Pre-school Nursery has been operating since 1972 and operates from a prefabricated building close to Church Walk Primary School in the centre of Ulverston. The provision consists of two activity rooms, an office, a kitchen area and toilet facilities. All children share access to an outdoor play area.

The group serves children from Ulverston and the surrounding area. A maximum of 36 children aged from two to under eight years may attend the nursery at any one time. There are currently 64 children on roll, 31 of whom receive funding for nursery education.

The nursery is open from Mondays to Fridays from 08.55 until 18.00 during term time only. Children attend for a variety of sessions. The setting supports children with learning difficulties. There are four children attending who speak English as an additional language.

There are 10 members of staff who work with the children. All but two staff hold appropriate early years qualifications. The nursery has successfully completed the Aiming for Quality accreditation award from the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children demonstrate a good understanding of simple health and hygiene practices and are learning to take responsibility for their own self-care routines. For example, they use the toilet independently and wash their hands using the easily accessible soap and paper towels provided. Children are very well protected from infection because the sick child policy is widely available and well adhered to. Staff are trained in first aid, which further supports children's health and safety. There is a first aid kit available in case of accidents and emergencies, however, some of the contents are out-of-date. If children are tired they are able to rest on comfy cushions and rugs in the quiet corner or they can access the fold-up bed.

Children are very well nourished and enjoy healthy snacks each day. They enjoy fruit such as apples, bananas and apricots and they take it in turns to hand out the plates. Children demonstrate very good pouring skills as they help themselves to water and to fresh milk. This helps them to develop their independence skills and hand-eye coordination. Fresh drinking water is always accessible in the children's individual water bottles on a low table for children to help themselves to.

Children take part in regular physical activity both indoors and outdoors. There is a great emphasis upon the importance of children receiving regular fresh air and exercise. They travel around the playground, skilfully pedalling their bicycles forwards and backwards. They demonstrate a good sense of space as they are able to manoeuvre around objects and each other. Children move with confidence and coordination as they climb on the wooden climbing structure in the field adjacent to the nursery. The range of outdoor play equipment easily available to children is currently slightly limited, thus reducing the same level of choice that they enjoy inside the nursery. Indoors, children revel in a favourite activity of construction as they carefully stack wooden blocks vertically and horizontally to make towers and castles. Their fine motor skills are developing as they make shapes with the play dough by rolling, cutting and patting the malleable material.

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

The provision is good.

Children are cared for in an environment that is welcoming and safe, vibrant and exciting. The nursery is extremely attractive and welcoming due to the hard work and effort of the staff. Children's art work is displayed creatively on the walls, which positively supports their sense of belonging. The staff display an abundance of information on the parents' notice board in order to keep parents well informed. Activities are very invitingly presented at floor and low-level which ensures children are interested and motivated to become involved.

Safety is given high priority. For example, staff ensure that they supervise children's arrival and departure extremely carefully and ensure that the gate and doors are always securely closed. They also closely monitor visitors to the nursery. Children are independent but closely monitored when using the toilets. Regular and very thorough risk assessments are carried out by the staff and committee to address all areas of potential concern that may impact on children's continued safety and well-being. Children learn about keeping themselves safe by helping to tidy up their toys so that they do not trip over them. They also learn about road safety whilst on outings and through activities and discussions with staff. This week's theme is focusing on road safety by engaging the children in trips to the zebra crossing, making their own traffic lights, listening to stories and songs all about staying safe. Their learning is further enhanced by having visits from the road safety officer and the lollipop lady. The children also learn about stranger danger through their talks with the police officers who visit them at the nursery. Fire safety is also taught, through regular emergency evacuation practices. Children are very well protected because staff fully understand their important role in protecting them from abuse and are able to put appropriate procedures into practice if needed.

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

The provision is good.

Children enter the nursery confidently and enthusiastically and settle into their chosen activities with ease. They enjoy very positive relationships with staff, who greet them individually. Children are very excited and show great interest in all they do. For example, they spend lots of time playing in the sand tray, using their imaginations, making pretend birthday cakes and continuing the role play by extending it into a tea party. Children frequently use their initiatives. The free play sessions encourage them to continually make many choices in their play. They freely link up with friends and move from one activity to another. Staff are implementing the 'Birth to three matters' framework to support them in their planning and assessment of the younger children under three years. They are clearly and successfully linking this to the Foundation Stage to show natural progression in children's development.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress as the staff have a clear understanding of the Foundation Stage. This is very evident in their planning, assessments and evaluations of children's progress that link very well to the stepping stones. This information is used effectively to aid future planning for individual children, and ensures that appropriate challenges are set so that all children make progress. Staff use questioning appropriately, which extends the children's learning. Children are fully able to engage themselves in activities of their own choosing for extended periods of time. This is particularly evident in the construction area and the computer area. They frequently initiate positive interactions with others. For example, they approach staff and visitors and confidently ask them questions or provide information about what they are doing. Children are developing a good understanding of what is right and wrong, and are encouraged to consider the consequences of their actions on others. Children are developing very good self-care skills as they learn to put on their coats and attempt to fasten their zips before they go out to play

Children are able to concentrate and actively listen to others; they respond appropriately with questions and make relevant comments during a discussion with staff about road safety. They are developing their language for thinking as they join in discussions about safety and preventing accidents. They frequently converse animatedly using toy telephones. Children are able to easily recognise the initial sounds in many words, including their names and their peers' names. They regularly have opportunities to use writing as a means of recording as they freely access a full range of mark-making resources, such as paper, pencils, crayons and paints. Children frequently choose to sit in the reading corner with their peers and staff and enjoy looking at the wide range of books available to them.

Children have numerous opportunities for counting and problem solving as they enthusiastically take part in a counting game led by a member of staff. The children demonstrate very good progress in their mathematical development as they count confidently and are able to correctly identify numerals on the number line. Staff use many opportunities to encourage children to count and calculate. For example, when lining up in the playground, children confidently count up to 12 children. They know that if they need six bricks and they already have three, they need three more bricks to complete their puzzle. They also engage in matching and sorting games and jigsaws, all of which provide good opportunities for them to extend their mathematical ideas and methods to solve practical problems.

As children explore and experiment with different mediums, such as sand, water and play dough, they learn about flow, weight and capacity. They regularly construct with a purpose, using a variety of easily accessible resources. They learn effectively how to operate equipment, such as the digital camera and programmable toys. Children enjoy plenty of opportunities to develop their computer skills and they demonstrate very good mouse control and keyboard skills. Children enjoy participating in role play and dressing up in different costumes, such as fairies and police officers. Their imaginative development is not currently fully extended due to the limited availability of props to support their role play.

Overall, children are making good progress towards the early learning goals given their starting points.

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

The provision is good.

Children are able to make a positive contribution due to the warm and friendly welcome they receive as soon as they arrive at the group. Staff are enthusiastic and children are genuinely pleased to greet one another. Children have plenty of opportunities to learn about different cultures and religions due to the interesting range of resources provided by the staff. They enjoy learning about different cultures as they taste different foods, such as noodles using chop sticks. They dress up in Indian costumes and dance to Indian music. Children from different cultures are extremely well integrated into the nursery and are very well supported by the staff. Children with English as an additional language receive individual support from their key workers, specifically to help them with their communication, language and literacy. New resources have been bought, such as dual language books and multicultural jigsaws, all designed to help extend the children's learning and sense of belonging. Children also learn about their own community and make a positive contribution as the staff involve them in visits to the local church for special

services and concerts and to the primary school. They enjoy visits from people in the community such as police officers to talk to them about safety.

Children with learning difficulties are welcome to attend the group and the staff are very aware of the importance of working closely with parents and other agencies to support children's individual needs. Children are very well aided by staff to understand responsible behaviour. The staff act as very good role models and they are calm and gentle in their own approach, addressing each other politely and respectfully. Behaviour issues are managed using entirely suitable strategies which children fully accept. These are totally in line with the written behaviour management policy, using appropriate explanations at a level children understand. Children are helped to develop self-esteem and respect for others as they actively listen to each other at group times. This also helps them learn successfully about the needs of others. They are regularly praised and encouraged by staff which makes them feel good about themselves and develop a strong sense of self. Children's social, moral, spiritual and cultural development is fostered.

Children are cared for by staff who work very closely and successfully with parents to meet their individual needs. Relationships are warm and friendly, and verbal communication is clearly very good as informal conversations about children's care take place as parents drop off and collect their children. There have been no complaints about this nursery. A complaints policy is in place including a system for recording any complaints if necessary.

Partnership with parents and carers with regard to nursery education is good. Parents are actively involved in the initial assessments of their children's starting points and are consulted and receive feedback throughout the time that their children spend at the group. Parents have access to their children's assessment records and informally discuss their children's progress with the staff on a regular basis. Parents receive very well presented information about the educational curriculum via the display boards, and are provided with ideas of how they can support their children's learning at home. Parents are also encouraged to visit the group and take part in planned sessions. For example, one parent is a musician and another teaches French. They have been able to contribute to the children's learning in meaningful ways, by sharing their knowledge with the group.

## **Organisation**

The organisation is good.

The children's care is good due to the thorough organisation of the nursery by very experienced and well qualified staff. The staff group work very well as a team and provide good consistency for the children. Staff demonstrate a commitment to continual development and they regularly attend relevant training courses and workshops to support them in their work. Robust recruitment and vetting procedures ensure that children are well protected and cared for by staff with knowledge and understanding of child development. Children are relaxed and confident in their environment due to the effective organisation of their care and learning. Children's play opportunities are good as the staff organise the premises very well, thus allowing children to move about with ease. Space is well laid out and care is taken to ensure that children receive a good balance of indoor and outdoor play opportunities. Documentation which contributes to children's health, safety and well-being is in good order and stored confidentially.

in lockable filing cabinets in the office. Policies accurately reflect the working practice observed at all times.

The leadership and management are good. Children's educational needs are very well met through the positive leadership and management of the play leaders and the committee. The committee members fully support the staff as they attend meetings that are relevant to the provision of the educational curriculum. Staff have attended relevant courses and have a secure understanding and knowledge of the Foundation Stage curriculum. There is a very effective system for monitoring and evaluating the work undertaken. The three leaders are very familiar with the principles for early years education. An effective level of ongoing support and advice is provided by the local authority teaching advisors, which also positively supports children's learning.

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 it was agreed that the complaints procedure and the risk assessment policy be reviewed, and that the entries in the accident book be signed by parents. It was also agreed that the wording regarding the parental consent for medical treatment in an emergency be reviewed as well as adding the consent to apply sun protection cream. All of the recommendations have been implemented, thus improving the safety procedures and organisation for children. It was also recommended that the two rooms be named so that parents are clear about the use of both rooms. This has also been undertaken, thus clarifying the situation for parents.

### **Complaints since the last inspection**

Since registration 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 records 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 the contents of the first aid kit are up-to-date and are replenished when necessary.

### **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 continuous provision in the out door play area to ensure that children have more variety of equipment and activities easily accessible to them
- enhance the range of props and resources in the role play areas in order to support children's imaginative role play.

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