



Grimsargh Pre-School

Inspection report for early years provision

Unique Reference Number	309321
Inspection date	21 March 2007
Inspector	Wendy Fitton
Setting Address	Preston Road, Grimsargh, Preston, Lancashire, PR2 5JS
Telephone number	01772 652960
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Registered person	Grimsargh Pre-School
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Grimsargh Pre-School opened in 1970. It operates from Grimsargh village hall which is situated on the main road in Grimsargh, Preston, Lancashire. The group is registered under a management committee.

The setting provides pre-school sessional care for a maximum of 26 children aged from two years up to five years. There are currently 35 children on roll and 21 of these are in receipt of funding for early education.

The group opens five days a week during school term times. Sessions are from Monday to Thursday 09.15 to 11.45 and Fridays 12.45 to 15.15. Children have access to a main hall, outdoor area and toilet facilities.

There are currently six staff working directly with the children on a rota basis and they all have early years qualifications. The setting is a member of the Pre-school Learning Alliance and receives support from the early years teacher team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop their physical skills as they access the physical play area outside. They balance on stilts and the balancing beams, ride on bicycles and climb on the slide. They enjoy physical exercise to music and participate in an aerobic session with parents and do keep fit activities as part of their daily routine. Children use small and large tools to develop their hand and eye coordination. For example, they roll and cut the play dough, make large and small movements with paintbrushes and writing materials and skilfully move cars and trucks with one hand and negotiate around the furniture. Children learn about healthy bodies and talk about their heartbeat and the importance of fresh air and exercise.

Children's knowledge of good health and hygiene is well promoted as staff follow procedures to encourage children with hand washing, wiping noses, disposing of used towels and the use of liquid soap and quick dry gel. Children participate in activities and themes about themselves and their bodies and senses. The premises are very clean and all work surfaces, kitchen area and bathroom areas are very hygienic and promote children's good health. Staff sweep and clean areas after the session and bathrooms are wiped and checked during the session.

Children's first aid and medical needs are attended to as there is a first aid box on site and some staff have a current first aid qualification. The recording of accidents is accurate and all entries are signed by parents. Children's medical needs are known and any ongoing medication is administered and procedures are followed in line with the medication policy. The sick children's policy includes any exclusion periods and parents are asked to inform the group of any infection. There is written consent from parents to the seeking of emergency treatment or advice.

Children are well nourished and enjoy a variety of healthy and well-balanced snacks. Fresh fruit, cheese, crackers, yoghurts and toast feature on the menu throughout the week. Children's food preferences are taken into account and all allergies and dietary needs are recorded on the admission form. Children can access drinking water at all times during the session from a tray of cups and a jug of water situated in the main playroom. Snack time is a positive social occasion where all the children sit at tables with staff and chat with friends and share news. Children's independence is encouraged as they serve the snack to each other and pour their own drinks. They learn about different foods from around the world when they have themed days that include a Chinese banquet and fruits from tropical countries.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, welcoming and safe environment that is planned through use of space, resources and equipment to meet their needs. Children feel a sense of belonging as

they self-register on the smiley face at the start of the session, they hang up their coats on their individual coat hook and see their own artwork and bright wall displays. There is access to a main hall, toilet facilities, outdoor grounds and a kitchen area for snack preparation. The premises are well maintained and children can move and play in comfort and safety.

Children make choices from safe, suitable equipment, furniture and resources. For example, everyday routine furniture, tables, chairs, mats, cushions and necessary bathroom equipment. Children enjoy playing with dressing-up clothes, the farmyard, dinosaurs, making models and using paints, using the computer and messy play activities. All equipment is in good condition, clean and safe; staff check all resources before they put them away and use holiday times to clean and replace toys.

Children learn to keep themselves safe because staff talk to them and encourage role play activities when the local safety services visit. Children are reminded not to throw sand or toys as this may hurt someone. Staff follow necessary safety procedures as they monitor visitors to the premises, carry out fire drills, record children's arrival and departure and carry out daily risk assessment checks. Children are supervised throughout the session and escorted to the toilet area.

Children's welfare is protected and safeguarded because staff understand their role and duty to protect children. Staff report and record any concerns in liaison with the designated person who then follows her referral procedures in line with the child protection policy. Staff have completed recent training and the policy is shared with parents. However, there is no information available regarding the procedure to be followed if an allegation of abuse is made against a member of staff or a volunteer.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children develop their confidence and have good self-esteem as they play happily and sociably with their friends during the role play puppet theatre. Younger children are supported by older children and are helped to feel secure and comfortable. Children are familiar with the daily routines and rhythms of the session and respond to staff who positively support and encourage them. They enjoy and achieve as they play with a range of toys and resources and experience a balance of activities linked to areas of learning. For example, read books, match and sort numbers and colours, draw, paint and glue, roll out play dough, dress up and plant seeds. Children are learning because staff talk to them about what they are doing and extend their knowledge through some open questions during circle time. Children thrive from positive relationships with staff and each other, interaction is positive and the key worker is responsible for all developmental and care needs. There are some limited opportunities for the children to respond to their own interests and needs and to develop their own exploratory and investigation skills.

Nursery Education

The quality of teaching and learning is satisfactory. Children are interested and motivated as they develop some independence through serving snack and attending to their own needs at

the toilet. They develop positive attitudes to learning as they are supported and encouraged by staff and play with a purpose. They are encouraged to share toys, support younger and less confident children, listen at circle time and play harmoniously together. Children learn about different cultures and communities as they make Chinese lanterns, food and dress up as children from around the world for the gala day. Children use language for thinking as they respond to instructions and tidy away toys. They enjoy reading books and respond to the stories that relate to a specific letter of the week. Children talk about what they can see and what is happening when they crack open the various eggshells brought from the farm. They practise their writing skills and use resources to develop their hand and eye coordination with scissors, pencils, pens and paintbrushes.

Children are beginning to understand and practise counting as they count the number of children present, use sorting and sequencing toys and activities. They talk about the numbers in the date, count the letters of the day of the week and play with numbered bricks. They use language when they compare the sizes of the goose, duck and hen eggs and are beginning to add and subtract using their fingers. Children use their exploration and investigation skills as they use magnifying glasses to look at textures and forms of the snail, potted flowers and the bulbs. They develop a sense of place and are involved in their own community as they listen to the vicar, participate in the gala fun day and create a montage for the church wall. Children identify features of living things when the mini zoo came to visit and they looked at the snake.

Children learn through their senses as they play with dough, sand, water, ice and porridge. There are some opportunities for children to play creatively and imaginatively during role play, bathing dolls and the puppet theatre. They explore colours and textures as they mix paint and paint observational drawings of a tiger and a giraffe. Children enjoy looking at fresh and silk flowers, creating their own pictures using pastel chalks. Children's independent creativity is not always promoted as some activities are adult led and there is use of worksheets and tracing activities and resources are set out for children, so free choice is limited.

The starting points for children's educational needs and learning are not clearly identified as staff have access to limited information from parents. There are missed opportunities for staff to respond to children's interests as the environment is already set up when children arrive. The planning of activities encompasses all six areas of learning and provides a balanced range of experiences and activities to suit most needs. Staff's questioning techniques challenge and support the children to achieve as much as they can. Teaching methods interest the children and help them to become focused, resist distractions and play and learn with a purpose. Children's progress is monitored through observations and this is linked directly with the stepping stones. Staff use photographic evidence in the children's individual profiles and parents can comment and liaise with key workers about their child's progress and development.

Helping children make a positive contribution

The provision is satisfactory.

Children are cared for by staff who work with parents to meet individual care needs and ensure that they are fully included in the life of the setting. Children feel welcome and respond to the clear routines and rhythms of the sessions. There are admission forms that highlight any health or medical needs in order to provide safe and appropriate care. Children learn about diversity

and about their community through various activities and experiences; they dress up, taste foods, visit the church, make cards and lanterns for various festivals and celebrations. Children have full access to the facilities and there is appropriate support for any children with learning difficulties or disabilities.

Children's behaviour is good and they are occupied, focused and concentrate. They take turns, share toys and are sociable and helpful towards each other. Staff are very positive in their approach and are motivated and interested in their work with the children. There are positive strategies in place for behaviour management and a focus on positive behaviour rather than negative aspects. Children understand the difference between right and wrong as staff gently remind them of the rules and boundaries of caring and sharing. The behaviour management policy works in practice and no challenging behaviour is evident.

Partnership with parents in relation to nursery education is satisfactory. There are home activity sheets for parents linked to a theme for the week. This informs parents of the activities being carried out in pre-school and some ideas for parents to continue this at home. There is photographic evidence for parents in children's profiles and these are linked to observations and linked to the stepping stones and areas of learning. The pre-school brochure informs parents of the curriculum and gives information of the six areas of learning. At induction there is limited 'all about me' information from parents and, therefore, staff are unable to respond fully to children's interests and creativity.

Children benefit from positive relationships between their parents and their key worker. Open days, newsletters, notice boards, brochure and policies and procedures keep parents up to date with all organisational information. There are positive relationships evident as staff speak daily and informally to parents, to share information and routines. Staff place themselves at the entrance at the end of the session to be available to parents if required. Parents comment positively about the group and feel they are supported and their children access a range of activities and experiences to help them develop and learn. Parents state that the key worker system is good and that all staff are approachable. Parents have copies of all policies and procedures but are not fully aware of the role of Ofsted in relation to the complaints procedure.

Children's social, moral, spiritual and cultural development is fostered. They learn about their community and the wider world as they welcome visitors and participate in cultural themes and festivals. Children take on responsibility for their own behaviour and positively support and respect each other through sharing, turn taking and helping each other to feel settled and secure. They thrive from positive relationships with staff and develop good social skills as they play harmoniously in groups and alongside each other. Children are confident and have good self-esteem through positive praise and encouragement.

Organisation

The organisation is good.

Children are well protected and safeguarded as they are cared for by qualified, experienced and consistent staff. All staff are qualified to level 2 and 3 in pre-school practice and early years. There are sound systems in place to keep up to date with legislation and training in the curriculum for nursery education and for children under three years. The group is organised

through a committee who have strong links with the staff and carry out administrative activities to ensure staff can spend their time with the children.

Children really benefit from an environment and practice that is well organised to meet individual needs; through effective use of space, equipment and resources. Children feel secure and are supported by their key worker and respond to the flexible routines and rhythms of the day. Staff work consistently as a team and are fully aware of their roles and responsibilities in order to keep children safe and healthy. There are good staff to child ratios and this ensures that children have full support and attention during activities. Staff really think about their own skills and knowledge and utilise them during the planning and organising of activities.

Children's health, safety and well-being is enhanced through the effective systems for policies, procedures and record keeping for the efficient management of the group. For example, a detailed operational plan covers the National Standards of care for children, accident and medication records are signed and up to date and promote confidentiality, individual admission forms are completed at induction and attendance registers for staff and children are completed daily. There are sound organisational policies and procedures that cover all aspects of staffing, care, education, health and safety. All documentation is available for inspection and stored safely and securely.

The leadership and management is good. The management committee and supervisor have a clear vision to move the setting forward and extend sessions to meet the needs of working parents and to look at the building and entrance facilities. The supervisor identifies the group's strengths as high ratios of staff, thorough planning and assessment and ensuring that staff interact positively with all children. The practice is influenced through regular meetings and training programmes. There are clear vetting and recruitment procedures in place and staff performance is monitored through general daily discussion, appraisals and induction procedures.

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 provider agreed to request written permission from parents for seeking emergency medical advice or treatment for all children and to secure the outdoor play area and safeguard any exposed drains. Parents now sign consent to the seeking of emergency medical advice or treatment. The outdoor play area is securely fenced and gates are locked and all safety aspects are in place relating to protected drains. The safety and well-being of all children is now enhanced.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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 child protection policy includes procedures to follow should an allegation be made against a staff member or volunteer
- review the complaints policy to reflect the role of Ofsted (also applies to nursery education)
- continue to develop the provision for children under three years linked to the 'Birth to three matters' framework.

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):

- provide more opportunities for children to select resources and make choices about what they want to do to promote their creativity (also applies to care)
- develop systems to gather initial information from parents to respond to children's starting points, needs and interests (also applies to care).

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