



# Fleetwood's Charity Pre-School Group

Inspection report for early years provision

<b>Unique Reference Number</b>	309677
<b>Inspection date</b>	07 July 2007
<b>Inspector</b>	Margaret Baines
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<b>Registered person</b>	Fleetwood's Charity Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

Fleetwood's Charity Pre-School Group registered in 1997. It is run by a management committee and operates from a classroom in the primary school, which is situated in a rural village in the Wyre district of Lancashire. There is a variety of outdoor play areas available for the children as well as the use of the school hall. The children attending come from the surrounding area and move into the reception class at the end of their pre-school year.

There are currently 14 children aged from three to five years on roll. This includes 11 funded children. Children may attend for all sessions or a selection. The setting supports children with learning difficulties and children who speak English as an additional language.

The group operates on Tuesdays, Wednesdays and Thursdays from 09.00 to 15.30 during term time only. The pre-school is run by a qualified member of staff and her qualified assistant.

The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are developing a good understanding of the importance of hygiene. They understand that they must wash their hands at appropriate times of the day, encouraged and supported by good teaching from staff. They can independently visit the toilets and wash their hands. Children develop good awareness of how to care for their health needs and know that they need their hats and coats when it is cold outdoors and their sun hats when it is hot. Children understand about the needs of their bodies and can identify when they need a rest or a drink. Children's health needs are met well as both pre-school staff members hold a current first aid certificate and feel confident to deal with a first aid situation in the setting. Appropriate signed consents are also available in the event of an accident or an emergency, along with consents for administering medication, should the need arise.

Children are developing a good awareness of foods that are good for you through the healthy eating commitment within the setting. Planned activities, such as food tasting also develop children's awareness of healthy eating. Children know when they are thirsty and readily seek a drink. Their dietary needs are met effectively because the provider records full information from parents. Children chat happily in their social groups at snack and lunchtimes, enjoying each other's company. However, at present, staff do not wear protective clothing when preparing and serving the snacks and packed lunches to the children and, as a consequence, this could be detrimental to children's health.

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

The provision is good.

Children are cared for in a very welcoming and safe indoor environment. This is planned to meet their needs by ensuring play areas continue to be maintained to a high standard. Resources are readily available for children to make choices because staff carefully plan the environment to ensure children are stimulated effectively. Children learn to keep themselves safe because staff are skilled in the way they talk to them about safe procedures and reinforce safe practices as they ask children to pick up toys, not to run and remind them to be careful. The setting has a comprehensive risk assessment in place, which effectively minimises the risk to children and helps to keep them safe as they play freely.

The environment is very welcoming to parents and children, being enhanced by good examples of children's own work, which is attractively displayed. Photographs of children at play also reflect the positive ethos of the setting. Children delight in their work and they are eager to share this with others. Children are excited as they play in a setting where they can move freely and without restriction. They access good play materials and choose activities and resources from both those set out and those in low level trays. The environment for young children is carefully planned through staff's good knowledge to ensure their safety and enjoyment in all aspects of their play.

Children's welfare is protected because staff are clear in their role in child protection and understand their responsibility to contact the named person. The named person is fully aware of her role and the procedure she needs to follow should a situation occur which requires a referral to the appropriate agency. However, the child protection procedure at present requires updating.

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

The provision is good.

Children look forward to coming to the setting. They enter happily and quickly engage in a favourite activity as they await the arrival of friends. They go to play confidently before circle time. They demonstrate good independent learning skills. Children enjoy creative play; they write, draw and paint as they begin to form relationships and make friends. They are developing good imaginative skills as they enjoy the role play and creative activities.

They actively respond in group time, contributing their ideas facilitated by good staff questioning. For example, they share news about themselves and their families. Their curiosity and eagerness to play and learn are fostered through the well organised provision of choices in play and the enjoyable focused activities. Children make good progress as staff have a secure knowledge of the Curriculum guidance for the foundation stage.

Children enjoy an imaginative and varied range of activities that helps them to make progress in all areas of development. Their individual learning needs are assessed by the key staff. Staff are clear about what children can do, and therefore plan for the next steps within the planned activities. Children are becoming competent learners and use their very good number and language skills effectively in their play and as they respond in focused activities. All children have their care needs met well through the daily routines and by the time given by staff to each child to support and encourage their well-being.

### **Nursery Education**

The quality of teaching and learning is good. Children's individual learning needs are ably provided for by good curriculum planning that specifies the coverage of the stepping stones with consideration in the main given for ability levels and younger children coming in during the year. Staff are clear about the learning intentions for the daily focused activities. Children's desire to learn is stimulated by the exciting range of activities organised, such as making a fabric scarf, a shape collage and a mask using a range of different fabrics and paper. Children also enjoy the role play making cups of tea. The present theme of 'Percy the Park Keeper' provides many interesting and challenging experiences for the children. For example, they enjoy the sensory park and have created art work to reflect the topic. Children eagerly select resources for their play ideas and freely move around the areas of the well planned continuous provision to settle to read a book, play in the home corner or the construction area. Children persist at their play for good periods of time, and concentrate intently in the group times that are well focused by staff to encourage their sharing and listening skills. Their progress is assessed by staff identifying the key skills achieved and recorded within the assessment records and the children's record of achievement. Information from parents at admission is also used to inform

planning the children's next steps. Children's specific achievements of stepping stones towards the early learning goals are recorded within their assessment and development records.

Children are making good progress in all areas of learning supported by effective teaching that stimulates their curiosity and motivation to learn. They use numbers readily in their play and can count to ten, and some beyond, as staff make good use of everyday opportunities, such as circle time, to extend children's mathematical skills. Their calculation skills are developing, as they decide how many children are in the line and how many owls in the semolina tray. They eagerly identify shapes, such as a square and a circle. Children have good opportunities to recognise numbers as they consider the day of the week and match numbers in activities. Children also have good communication, language and literacy skills as they eagerly use their good range of vocabulary to express their ideas during circle time as they talk about home and their adventures. Children enjoy story time and music and movement, where they enthusiastically sing songs from memory. They confidently use their thinking skills to explain how they will fix construction pieces together. Children's emergent writing skills are developing, as they begin to write their name and make marks in, for example, the shaving foam. However additional writing resources are not always available in other areas in the setting to encourage children's mark making. The environment has some attractive labels but too few to consistently help children understand that print carries meaning.

Children competently use tools as they make models and create collages, where they use glue sticks and scissors. They have good opportunities to develop their imaginative and creative skills, as they enjoy the role play in the home corner and the 'Percy the Park Keeper' small world tray. The good areas of continuous provision provide children with many exciting choices to promote their enjoyment and learning. Children enjoy music and are learning to sing songs from memory. They have good access to musical instruments as they develop their skills to recognise loud and soft sounds. Children are learning to work together cooperatively, sharing and helping each other fostering their social, emotional, cultural and spiritual development well. Children show good care and concern for each other and readily relate to each other's experiences and news. Their good self-esteem is encouraged by staff who foster children's sense of belonging to their community and their place in their families.

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

The provision is good.

Children are enthusiastically welcomed into the setting. They are valued and respected because staff ensure each child has the opportunity to engage in all aspects of the curriculum. This applies to all children, whether they attend daily or on a part-time basis. The inclusion of all children is actively planned and monitored. Children have the opportunity to learn about our multi cultural society, however, there are few positive images which reflect our diverse society displayed within the setting to raise children's awareness of our multi cultural world. Children learn about their own community as they are very much part of the school community. They also enjoy visits to the church and the local library. Children's behaviour is good, they are learning to take responsibility for their behaviour because staff follow positive and effective strategies for helping children learn to manage their behaviour. Children learn the boundaries

and guidelines because staff are consistent and are very good role models, having high regard for each other and the children.

Partnership with parents and carers is good. The effective partnership contributes significantly to children's well being. Parents are provided with comprehensive information, which informs them about the care and education provided. Parents' views are actively sought, and they are provided with regular information to update them on aspects of the pre-school. Parents learn about their child's development through discussion and strong links with the key staff. They are actively involved in their child's learning by providing detailed information at the time of the child's registration. They also update staff on any significant changes and development; they contribute to the topic work and the home link book scheme with enthusiasm. This ensures children's individual needs are met and a strong link is made with home.

Children enjoy playing together and learn to share and take turns, for example, as they play at the play dough table and in the role play area. They learn to manage their behaviour and are well mannered as they ask for a drink, saying please and thank you. This positive approach fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is good.

Children benefit from the good organisation of the setting. It ensures that children's health, safety, well-being and nursery education are met effectively. Children are appropriately cared for by suitably qualified staff. The policies and procedures protect children sufficiently and are effectively implemented by staff to promote the outcomes for children. Children are protected because the recruitment and vetting procedures are thorough and ensure that all staff have been vetted, and are safe and suitable to be in contact with children. Correct staff ratios are maintained at all times, which supports children's care, learning and play. Children are appropriately grouped and they benefit from well deployed staff, who consistently interact with them and give them effective support and encouragement. This helps children to feel secure and confident.

The leadership and management are good. The manager has a clear vision for the nursery with a strong focus on the personal development and achievement of all children. A staff appraisals system is in place to monitor staff's performance and ensure training needs are met. The manager is aware of the strengths and weaknesses for children's education and what is required for improvement. The established staff team work very well together and are good role models for children. Staff have attended training to increase their knowledge and understanding of the educational provision and to help children develop in all areas.

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 inspection the provider agreed to ensure that the splash back area of the hand sink in the toilet area is suitably protected with a non-porous surface and that a lidded bin is in place for used hand towels. The setting has now moved into a different area in the school

and the toilet area complies with all requirements. Consequently, children's health is protected effectively.

At the last nursery education inspection the provider agreed to enhance the children's development and assessment folders. The folders now provide additional detail which reflects children's achievements adequately.

### **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 complaint 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 staff wear protective clothing when preparing and serving snacks/packed lunches to the children
- ensure that the child protection procedure is updated in line with current requirements.

#### **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 have opportunities to make marks for a purpose in a variety of areas within the setting
- provide additional resources which reflect our multi cultural society in the way of displays that promote children's awareness and learning (applies also to care)
- enhance the learning environment with additional labels to promote children's learning that print carries meaning.

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](http://www.ofsted.gov.uk)