



## Romiley Methodist Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	307175
<b>Inspection date</b>	19 January 2007
<b>Inspector</b>	Jeanne Lesley Walsh
<b>Setting Address</b>	Hill Street, Romiley, Stockport, SK6 3AH
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<b>Registered person</b>	Judith Bennett
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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?

Romiley Methodist Pre-school was first registered in 1984. It operates from two rooms in a church hall in the Romiley area of Stockport. It is registered to care for a maximum of 26 children at any one time. The pre-school is open term time only and offers a morning session from 09.15 to 12.00 on Monday, Tuesday, Thursday and Friday and an afternoon session from 12.30 to 15.00 on a Wednesday. Children benefit from access to a secure enclosed outdoor play area.

There are currently 36 children on roll, aged from two to five years. Of these, 22 children receive funding for nursery education. Children attending are usually from the local area. The pre-school is able to support children with learning difficulties or disabilities. The pre-school currently employs five staff. Of these, three hold appropriate early years qualifications. One staff member is working towards a qualification. The group receive support from Stockport Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a clean, well-maintained setting where staff follow daily cleaning procedures. They are protected from the spread of infection and cross contamination through regular hand washing. They independently wash their hands before snack and after visiting the toilet. However, the practice of washing hands in the bowl, set up next to the creative area, is unhygienic.

Children are protected because there is a sickness policy in place, which is shared with parents. Staff have discussions with parents to obtain information about children's individual needs, such as allergies and any specific health problems. They also obtain written consent from parents to seek medical advice or treatment in the event of an emergency. Arrangements for administering medication are discussed with parents. Accident records are well recorded, however, these are not always signed by parents, which means that children may not always be protected. Several members of staff hold a current first aid certificate, which ensures children's well-being in the event of an accident.

Children are learning about healthy eating and regular exercise. They enjoy jumping and bouncing on the space hoppers and crawling through the caterpillar tunnel. Outside they run freely in the play area and climb onto the wooden train, as well as playing group games. Photographic evidence shows the children taking part in a mini Olympics. One child is breathing heavily and says 'I'm puffed out, I need to sit down.' They are starting to understand how exercise affects their bodies. Children are also learning about healthy eating through posters displaying the fruit and vegetable market, children eating their breakfast and children pouring milk. They are all involved in activities relating to their current topic about being healthy. Some children are making a frieze of food stencils with paint and others print with the apples and potatoes and lemon. They continue their food theme as they choose pictures of their favourite foods to paste onto a paper plate. At snack time children sit in groups and are offered a choice of fruit and milk, water or juice. They also help themselves to fresh water at any time during the session. They chat socially and they eat well, and they are becoming familiar with different types of food.

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

The provision is good.

Children are cared for in a secure and welcoming environment. The space available is very well organised so that they can play safely and in comfort. The staff take pride in creating a child-friendly environment. They set out the play areas so that they are stimulating and inviting for the children. Children can easily access a wealth of good quality equipment, that is in good condition and appropriate to challenge children at all stages of their development. Children's art work and photographs are attractively displayed, which boosts their self-esteem and helps them to feel a strong sense of belonging in the setting. As a result, the children confidently explore and experiment as they take advantage of the activities in the different learning areas.

Children's safety is of high priority to staff, who follow effective procedures to reduce potential hazards. These are identified and minimised through completion of daily risk assessments. These include all toys and equipment, and ensure safety both inside and outside in the garden. Staff monitor all visitors on arrival, to ensure children's protection. The children know and follow the simple rules that keep them safe, for example, they know they are not allowed to go up the steps onto the stage because they may fall. The children are also learning about keeping themselves safe through activities. Photographic evidence shows a visit from the crossing patrol lady. The children remember her visit and dress up in their costumes. One child is pretending to be the patrol lady with the 'lollipop' and another spreads out the zebra crossing. They know they have to wait for the cars to stop and the lady to tell them to cross. Then they all march over the crossing. They are starting to learn to keep themselves safe on the road.

Children are well protected because the staff demonstrate a clear understanding of their responsibility regarding child protection issues. There is a designated child protection officer in place for liaison with parents and other agencies. Written policies and procedures are also in place and are shared with parents. Updated information relates to the Safeguarding Children Boards. All appropriate procedures are well documented.

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

The provision is good.

Children are happy in the setting and receive lots of support and attention from the staff. This increases their sense of well-being and security. Staff develop a good knowledge of the children because they observe and take time to listen to them. The children show great interest in what they do; for example, a group of children are very excited as they climb to the top of the climbing frame, helping each other to find a space. There is some urgency about what they are doing. They are pretending to be on a ship on their way to London. They are careful not to stand in the water and they must have the door shut. The children are busy and enthusiastic as they use the equipment to feed and develop their imaginations.

Children are continuously given choices and confidently select their own resources and activities.

Some children are painting at the easel and are clearly absorbed in what they are doing. They paint lovely bright pictures, filling the large sheet of paper. When the picture on the paper is finished they carry on, painting themselves. One child is fascinated with the paint and just loves the mess. Nobody interrupts the experience. The child is satisfied and enjoys the opportunity to experiment.

Group activities help children become familiar with different sounds, shapes and colours. They learn to match cards and they talk about everyday objects. Children are developing good communication skills as staff ask open-ended questions. They talk and listen to the children and the children listen and respond to them. At circle time the children confidently share their news, sing and take part in action rhymes. Children play cooperatively together and form friendships as they chat during their play. They are learning to negotiate as they share ideas. They talk happily to adults and to each other throughout the day. This is helping children to become confident, sociable and enjoy good self-esteem.

## Nursery Education.

The quality of teaching and learning is good. The children benefit from choosing from a range of resources that are freely available in dedicated learning areas. The manager and deputy demonstrate a clear knowledge and understanding of the Foundation Stage curriculum. This is reflected in the long, medium and short term planning and the evaluation procedures. Staff use observations to inform them of children's developmental stages. These are then used to inform the planning so that children's individual learning is challenged and progressed. Activities are well organised and resourced and include new experiences as well as experiences that consolidate previous learning.

Children have good opportunity to see that print carries meaning. They have free access to pencils, crayons and paper in all areas of their play. A group of children are writing letters in small notebooks and diaries, with envelopes for posting. Others are making lists in the home corner. They practise their mark making in the sand and with water and a paint brush. The children also have good access to a wide range of books. They enjoy story time and participate as they follow the familiar story and look together at the pictures. The children show good concentration and confidence when using the computer. They comfortably manipulate the mouse as they count the number of ducks that go into the duck pond. When they get it wrong they listen carefully to the instructions and try again. The children happily help each other on the computer and negotiate the activities well. They excitedly explore the box of magnets and magnifying glasses. They move around the room testing them out on different items. They chatter constantly and they take turns with the different objects.

Children are interested and motivated to learn. They display good levels of concentration as they engage in all activities. They become totally engrossed in their chosen activity and take pride in their achievements. They take time to finish activities and they show patience and control when they struggle to get things right. One child, matching the coloured pegs on to the corresponding colour board, knows it is not right. The child takes the pegs out one by one to find the mistake. Another child patiently rolls all the coloured beads along the twisty wire to the other side and smiles with a real sense of achievement as it is completed.

## Helping children make a positive contribution

The provision is good.

The children and the parents are welcomed individually into the setting by sensitive, caring staff. The children are pleased to see their friends and often run in and give them a cuddle. They quickly settle and enthusiastically begin to explore their environment. They are learning about diversity through access to a wide range of resources and activities that give them a balanced view of society. These include books, jigsaw puzzles, dressing up clothes and dolls. Photographic evidence shows the children dressing up to take part in the Christmas Nativity. They are also busy making a large dragon out of cardboard boxes, painting it and then dancing with it as part of their Chinese New Year celebrations. The setting also provides care for children with learning disabilities. The staff work closely with parents and other agencies to ensure that their individual needs are appropriately met. They know all the children well as individuals and ensure that they are all included and helped to progress. As a result, children are learning to have respect for each other and to be aware of difference.

Children behave well in the setting because they receive meaningful praise and encouragement. The staff have high expectations of their behaviour and the children know what is expected of them. They are becoming aware of the boundaries that keep them safe, as staff and parents work together to establish a consistent approach. Staff use positive techniques to distract, explain and encourage children. The children respond well to the good examples they set. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents initially receive a pack of information, which makes them aware of the setting's policies and procedures. They are invited to discuss children's progress and they are informed daily about general issues. Discussion with parents and letters and cards confirm that they know what their children are doing in the setting. They appreciate the initial settling in period. One parent remembers feeling proud of the children as they took part in the Easter Church Service. Others are confident in the care their children receive and they can see that they are happy and progressing. Parents are kept well informed of their child's progress and they know about current themes, songs and activities. This means that they are able to extend activities in the home.

## **Organisation**

The organisation is satisfactory.

Children are cared for in a positive and supportive environment, which effectively promotes their individual needs. The setting offers a warm and welcoming atmosphere where children can progress at their own pace. Clearly defined areas separate the different activities available, so that children can move around freely, making their own choices. Staff are well deployed and work directly with the children.

The leadership and management is good. The manager is qualified and very experienced and she is supported by a qualified and equally dedicated deputy. They lead a consistent staff team. They support the staff in the planning of activities that challenge children and help them to progress. The staff are all involved in planning meetings and make contributions through their observations. All activities are evaluated for quality of content and learning outcomes. The staff also attend team meetings and work closely with parents to ensure that all the children are included and their individual needs are met. However, all staff do not keep up to date with new information to further develop their personal knowledge and skills.

Recruitment and selection procedures are robust and systems are in place to ensure the suitability of staff. However, there is no initial induction procedure for new staff. Appropriate records, policies and procedures are easily accessible as working documents and they help to support the smooth running of the group. The daily register confirms appropriate ratios are maintained, however, children's departure times are not recorded within the main register. Management and staff are very approachable and supportive, and work directly with children and parents. Equal opportunities are well promoted in the setting. Documentation is easily accessible and the complaints procedure has been updated in line with new requirements. 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 setting was asked to ensure effective procedures are in place for checking all staff. These are now in place to ensure that persons caring for children are suitable to do so. These also include notifying Ofsted of any significant changes.

They were also asked to ensure that policies and procedures support the efficient and safe running of the group. They have now provided new forms to include parents details as well as children's. They now have policies for outings and an uncollected children policy in place. They obtain consents to seek emergency medical advice or treatment for children and they obtain written permissions from parents to administer any necessary medication to children. They have also provided a visitors book. All these things have helped to ensure the safety and protection of children.

### **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 hygienic procedures when children are washing their hands
- ensure that parents sign all accident records
- provide an induction procedure for all staff and ensure the children's departure times are recorded in the main register

#### **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):

- promote all staff's professional development and awareness of the Foundation stage curriculum

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)