



# Hanley Swan Pre-School Group

Inspection report for early years provision

<b>Unique Reference Number</b>	205534
<b>Inspection date</b>	21 March 2007
<b>Inspector</b>	Josephine Mary Hammick
<b>Setting Address</b>	Hanley Swan Village Hall, Welland Road, Hanley Swan, Worcester, Worcestershire, WR8 0EQ
<b>Telephone number</b>	01684 311048
<b>E-mail</b>	
<b>Registered person</b>	Hanley Swan Pre-School Group
<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 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?

Hanley Swan Pre-School opened in 1970. It operates from two rooms in Hanley Swan village hall. The nursery serves the local and surrounding areas.

There are currently fifteen children under five years on roll. This includes 11 funded three and four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens three days a week term time only. Sessions are from 09:00 until 11:45, Monday and Wednesday and 12:45 until 15:15 on Thursday. There are three full time staff who work with the children, two of whom have early years qualifications to NVQ level three and the other is shortly to complete her level three qualification. The setting receives support from a mentor teacher from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children stay healthy and are protected from infection because staff have procedures in place to protect them. For example, tables are wiped with anti-bacterial spray and kitchen roll prior to being used for snack and meal times and cloths are disposed of after use. Children are learning why routines are important through everyday conversations with staff, for example, that hands have to be washed before food is consumed to stop the germs from spreading into your tummy.

Children are well cared for in the event of an accident. Sufficient staff hold first aid qualifications to enable them to deal with accidents effectively. Appropriate documentation is kept and shared with parents to safeguard children, including reporting of accidents and administration of medicines. Children learn the importance of good personal hygiene through regular routines for washing their hands before snacks and lunch times, after using the toilet and playing outside.

Children learn about leading a healthy lifestyle through everyday practical experiences. At snack time children enjoy fresh fruit and vegetables together with toast, low sugar juice and milk. Snack menus are varied so that children have many opportunities to experience different tastes and textures. Children are learning to make healthy choices about the foods they eat through discussions with staff and through stories, rhymes and planned activities.

Children benefit from daily access to large equipment and they enjoy a range of indoor and some outdoor activities, all of which promotes their physical development. For example, they frequently play inside using a range of equipment such as bikes, building bricks and a large parachute. Music and movement sessions ensure that children benefit from opportunities to stretch and let off steam when they cannot go outside. The provision of these resources ensures that activities provide sufficient physical challenges to children of all ages. However, children have very limited opportunities for outside play and this limits their access to fresh air and their ability to run freely. Children have opportunities to use cutters, scissors, paintbrushes and other small tools to develop their manipulative skills.

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

The provision is satisfactory.

Children are cared for in a well maintained and child-focused environment. Staff prepare the room with a sound range of appropriate resources before children arrive each day to create a stimulating environment for them. Children are able to access a range of developmentally appropriate toys and equipment which ensure they play safely and are happily occupied.

Children's safety is enhanced by safety procedures which are used to restrict access to the setting. For example, access is restricted into the nursery by the door being locked and visitors being supervised at all times. However, some domestic safety measures are overlooked and pose a potential risk to children; for example, doors to the rear of the hall are unlocked and provide a route into the car park or access to the heating boiler. Risk assessments are carried

out before each session and appropriate adult-to-child ratio is adhered to at all times. This helps children to remain safe. Children's safety in case of fire is weak. Emergency evacuation procedures are not regularly carried out and the fire log is out of date. Therefore children do not have regular opportunities to learn how they could evacuate the premises safely to protect themselves. Children's welfare is adequately protected. The group have a written policy on child protection and are aware of their duty to protect children. This protects children from harm or neglect.

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

The provision is satisfactory.

All children are happy to attend; they enjoy their time in the stimulating and well resourced environment. Children throughout the setting are happy, confident and have built secure relationships with each other and adults. Staff provide a good balance of child-initiated and group projects to ensure that children have access to a range of stimulating activities. For example, stories and songs during circle time ensure that play is linked in with the theme of growing; the painting and gluing activities stimulate interest and extend learning in a fun and informal way. The children are keen and motivated by what is available to them and demonstrate a sound understanding of the overall theme.

Children's play and learning is very well supported by staff who have an adequate understanding of how children learn and are beginning to make links with the Foundation Stage and the 'Birth to three matters' framework. Staff consistently interact with children to extend their learning and play. Children's confidence and self-esteem are developed through the attention and praise they receive for their achievements which they take home with pride.

### **Nursery education**

The quality of teaching and learning is satisfactory. Children enjoy being in the setting. They are enthusiastic about the range of activities provided. They concentrate and persevere well, whether playing alone or when benefiting from interaction with their peers or adults. Children are confident to express opinions or suggest ideas. Staff ensure children have plenty of opportunities for conversation and discussions, while the less articulate children have good support to help them join in. Good use is made of questions to foster children's thinking and inspire curiosity.

Children enjoy stories and rhymes. They listen attentively and contribute well to discussions about features of stories; for example, when discussing how the caterpillar in the story would feel when he ate so much food, the children talk about getting bigger and bigger and turning into a cocoon. They join in with delight and gusto to the story 'We're all going on a bear hunt', following and joining in with the repetitive text. Good use is made of props and visual aids. Glove puppets and cut out illustrations of food with holes in help children to concentrate and enjoy different aspects of stories. Children sing tunefully and with enthusiasm; rhymes are used imaginatively to reinforce aspects of the topic. Children also enjoy mark-making in different contexts, whether they are forming patterns in sand and paint or drawing features on butterflies and caterpillars.

Counting and number recognition activities are practical and fun for children. Many can count confidently beyond ten. During routines, play activities and discussions, children get plenty of opportunities to consolidate their understanding of one-to-one correspondence. Children enjoy working out simple number problems, such as how many more cups are needed at each table at snack time. Stories and rhymes are also used well to support children's awareness of simple number operations. Staff encourage children to check their answers so that, for example, they often spontaneously count using their fingers.

Children are inquisitive, keen and interested in how things work. They explore different materials, such as wet and dry sand. They find out how different construction toys and other items fit together. They enjoy using technology, for example, by using the Leap Frog console. However, opportunities to use other technological resources are limited. Children confidently handle tools such as scissors. Children use mathematical language to describe what they are weighing in the fruit shop, for example, discussing what will make one side of the scales heavier or lighter than the other.

Children move confidently. During an enjoyable parachute session they competently and enthusiastically follow different actions, stretching up, wiggling, moving in different directions and taking turns. They talk about how they feel out of breath after exercise, and the consequent need for a rest.

A wide and varied range of collage and creative materials encourages children's imaginative painting and craft work. They often draw and paint expressively, trying out different techniques and using colour well. For example, they enjoy butterfly painting and wait enthusiastically for the paper to open up so that they can see the mirror image of their efforts. Role play areas are available throughout the session to enable children to fully develop their own ideas. The scenarios that are provided are realistically resourced and promote children's meaningful play. For example, children join in happily with the shop, using the scales, money and shopping bags with confidence and imagination.

Planning and assessment to support children's learning is ongoing. Topics are fun, interesting and relevant to children. Staff spend time discussing and researching topics to ensure ideas are exciting. During the current topic on growing, children talk about their experiences and observations during discussions at circle time and through role play, art and craft work. However, plans have no clear learning outcomes which are followed through into focused activities to stimulate children. There are no assessment procedures to ensure a clear audit trail of children's progress whilst they attend the pre-school. Parental contributions are not requested or early profiles carried out to help staff to compile an initial review of each child, enabling assessments to be based on formal observations of children during play and activities. Staff do not have systems to check children's progress in relation to the stepping stones and early learning goals and this has an impact on a children's potential progress and development.

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

The provision is good.

Children's individual personalities and needs are well known and respected within the setting. The group verbally seek a range of information from parents such as children's special interests,

festivals that they celebrate at home and things that are special to the family. This information is used to ensure that children are cared for by staff who work to meet their needs and also ensures that all children are valued and included in the life of the setting. Children's play is supported by an adequate range of resources such as books, dressing-up outfits and dolls which are aimed at promoting positive images of people from a wide range of cultures. For example, there are books, puzzles and role play resources promoting positive images of diversity.

Children with learning difficulties and disabilities are recognised and very well supported by experienced and caring staff. Records are kept of children's progress and shared with parents and outside agencies to ensure that the children's changing needs are recognised and can continue to be met. Children generally behave well, care for each other, share and take turns. For example, when playing at the weighing table, children share different sized containers and take turns using the bowls and scales. They are developing a good understanding of right and wrong and are able to play happily within clearly set boundaries. Children benefit from the settling-in procedures which are based around their individual needs and support them in the transition between home and the setting. For example, parents and carers are actively encouraged to stay with their children until they are settled. This helps children to feel secure and confident in the group.

The partnership with parents and carers is satisfactory. The information booklet provides parents with a good insight into the daily routines of the group. Newsletters and notices on the information board keep parents and carers informed about activities or any social events. There is a rota of parent helpers displayed. Parents are not able to view or discuss their child's progress regarding the Foundation Stage, but are welcome to discuss their care needs at any time. This enables parents to be involved and enhance their own child's care.

Children's social, moral, spiritual and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

The premises are sufficiently organised and suitable use is made of the space available. Staff work well together and demonstrate enthusiasm for developing a learning environment that stimulates children of all ages. Children are well cared for by suitably qualified staff who have been appropriately vetted to ensure that they are suitable and have sufficient skills and knowledge to work with children.

Policies and procedures are clear, comprehensive and regularly updated. All staff are familiar with their content to ensure children are well cared for. There is a developing emphasis on staff training and working with other professionals, such as those from the local authority. As a result, children now benefit from practices which are in line with current ideas and legislation.

Leadership and management of the nursery education is satisfactory. There is an enthusiastic commitment by staff to develop provision to promote learning in all areas; they are committed within their roles and have a basic knowledge of the Foundation Stage. These skills and knowledge are adequately supporting the children's learning and development.

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 several recommendations were made to improve the care and education of the children attending: To consider procedures to be implemented to support children and parents who have English as an additional language; to consider the organisation of circle time to enable children to listen and participate; to provide opportunities for children to extend their imaginative development; to ensure that parents are made aware of procedures to follow should they wish to make a complaint; to ensure that all policies are dated and signed by a designated person and to maintain a regular system of assessing and recording children's progress and to keep parents involved about their child's progress; to ensure that the daily register is filled in as children arrive and is always completed in ink; to produce an induction plan to show procedures to be followed when new staff join the setting.

Since then the staff and management committee have become aware of where they would go to ask for advice to seek support for parents and children with English as an additional language. However, there is no written policy or procedure. Children now have daily access to circle times which enables them to listen and participate. They also have daily opportunities to experience activities to promote and extend their imaginative development; for example, a play shop, post office, glove puppets and masks. There is now a complaints policy and log available for parents to access with the name and address of the regulator, or for parents to contact Ofsted directly should they so wish, regarding the care and well-being of their children. There is a clear and accessible register which is marked in ink. There are now written procedures in place to be followed to induct new staff into the setting. Children benefit from new staff being made aware of procedures and policies to support their play and well-being. Written policies are well thought out and clear, they are signed and dated by a member of the committee and parents can access them at any time. Children now benefit from the well thought out procedures in place. The system of assessing and recording children's progress and keeping parents informed is ongoing. Staff are accessing training and seeking advice and support from their mentor teacher in order to effectively achieve this for all children and their families.

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

Since the last inspection there has been one complaint made to Ofsted that required the provider to take actions to meet the National Standards. The complaint related to Standard one, Suitable Person; Standard six, Safety; and Standard 14, Documentation. Concerns were raised over whether all staff working with children had undergone a Criminal Records Bureau check; whether children were left alone with un-vetted adults; whether risk assessments were carried out to ensure children's safety; and whether Ofsted was being informed of changes to the pre-school committee. Ofsted required the provider to investigate. As a result Criminal Record Bureau checks are in place for all staff. Un-vetted adults are never left alone with the children because enough cleared staff are on duty at all times. Procedures to carry out risk assessments have been updated and are readily available for inspection. These procedures are updated regularly. Ofsted are now informed of changes to the committee immediately. Ofsted was satisfied that by taking these steps the provider remained qualified for registration at the time and the investigations were closed.

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 a fire log is kept up to date and ready for inspection at any time
- ensure funded children are helped to work towards the Early Learning Goals as described in the 'Curriculum guidance for the foundation stage'
- ensure all access points to building are secure

#### **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 staff observe what children do and use their observations to plan the next steps for the children's play, learning and development
- continue to develop outdoor activities in order to promote physical development and encourage a healthy lifestyle
- continue to develop and access use of technology for the children
- establish children's starting points in order to influence planning and monitor progress.

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)