



## **Pennymoor Pre-School Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	218200
<b>Inspection date</b>	23 February 2007
<b>Inspector</b>	Christine Holmes
<b>Setting Address</b>	Community Centre, Pennymoor Road, Stonydelph, Tamworth, Staffordshire, B77 4LG
<b>Telephone number</b>	07940 371960 (supervisor)
<b>E-mail</b>	Chair's no: 0827 892176
<b>Registered person</b>	Pennymoor Preschool Nursery
<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?

Pennymoor Pre-school Nursery opened in 1981. It operates from a large hall and small room in a community centre on a large urban housing estate in Tamworth. The playgroup serves the local area.

The group is registered to care for no more than 26 children at any one time. There are currently 23 children from 2 years 2 months to 4 years on roll. This includes 11 funded 3-year-olds and 4 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities.

The group opens five days a week during term time. Sessions are from 09:00 until 12:45.

There are eight staff who work with the children. Over half have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's good health is suitably protected because steps are taken to prevent the spread of infection. For instance, the clear policy regarding children who are ill helps to protect others from illness and infection. Some routines are in place to support children's awareness of good personal hygiene such as cleaning hands with anti-bacterial gel before snack and lunch. This further reduces the potential for cross-infection. Perishable foods that have been brought in children's lunch boxes are kept in the refrigerator which further protects children's good health. Most policies and procedures are in place and effectively implemented to ensure children receive appropriate care when they have an accident or become ill. For instance, more than half the staff have a first aid certificate and staff understand about recording accidents and keeping parents informed. However, permission has not been sought for staff to seek emergency medical attention for children if required, which does not ensure that all their first aid needs are met.

Children enjoy regular opportunities to be active and have physical exercise in and outdoors. They enjoy the daily programme of activities such as dancing, jumping, rolling balls, riding bikes and cars and they are beginning to learn to recognise the effect exercise has on their body such as feeling their heart beating faster after jumping. Children are developing control of their body as they carry their plate of snack to their table and use small equipment such as scissors. These types of activities promote the development of physical skills, contribute to good health and well-being and helps children develop a very positive attitude to exercise. Further exciting plans are presently under way to provide a safe, stimulating, all year round outdoor play area.

Children are very well nourished. Their dietary needs are met well because staff work well with parents to provide information about healthy lunch boxes and have successfully encouraged parents to give children healthy options for lunch. Children are further encouraged to eat healthily at snack time. Fresh fruit is a firm favourite of the children's along side their slices of toast. However, although children are given drinks at snack and lunch time they do not have access to fresh drinking water at all times. This does not ensure they are fully hydrated which supports their good health.

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

The provision is satisfactory.

Children are kept safe and secure. The premises and outdoor play area are kept secure and only authorised persons have entry. Children are closely supervised at all times and risk assessments are carried out to identify and reduce hazards. This minimises the risk of accidental injury to children. Children have regular opportunities to practise the fire drill so that they are confident about evacuation procedures; records of these drills are maintained. Children learn about road safety as they play, for instance, they are encouraged to stop, look and listen for cars as they cross over the pretend road.

Children use a wide range of safe, good quality and developmentally appropriate resources which are set out for them to choose and play with in the first half of the play session. This provides children some opportunities to make choices, become independent and follow their own interest.

Children's welfare is mostly safeguarded. Staff know the different types of abuse and possible signs and symptoms and know what action to take if they have concerns about a child's well-being. The supervisor has a clear understanding of the appropriate procedure to follow in the event of allegations of abuse being made against a member of staff. However, the written policy does not reflect this which means that parents are not informed of the correct procedure and more importantly, staff in her absence, are guided by inappropriate written procedures. This does not ensure children are fully safeguarded.

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

The provision is satisfactory.

Children are happy and eager to stay and start to play, benefiting from the staff being enthusiastic and welcoming on arrival. Staff sit with the children on the mat to welcome everyone which promotes a sense of belonging. Children's self-esteem and confidence is well fostered because staff show a genuine interest in children, taking time to talk to them when they arrive and listening to them and encouraging them to express themselves throughout the session. This also contributes to developing children's communication skills. Children enjoy playing with a range of resources such as the role play shop and kitchen where they play imaginatively serving customers and making food. The high staffing ratios in the group means that staff are always on hand to respond to children and inspire their imagination. Children explore, experiment and create as they mix play dough and play in the sand. Small group activities are purposeful and help children to develop new skills such as cutting with scissors and learning about different parts of the body. Children under three years are beginning to benefit from the introduction of the 'Birth to three matters' framework, although this is not yet used to identify children's next steps in learning. This does not ensure children's individual learning is fully promoted.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff demonstrate a sufficient understanding of the Foundation Stage and they have a secure understanding of how young children learn and progress. As a result children are making satisfactory progress towards the early learning goals. Staff are actively involved in children's play and learning, sitting with the children, asking questions introducing new vocabulary to them and offering support when needed. They recognise the importance for children to become independent and they support this well in some areas, especially at snack time. This helps children develop confidence and supports all aspects of their learning. A varied programme of activities is provided which include visitors such as 'Zoolab' who bring a range of creatures for children to examine and seasonal visits such as visiting the farm at spring time and the beach in summer. Children use good quality resources which have recently been purchased to cover all six learning areas, although these are not set out for children to freely access throughout the session which limits children's independent learning.

The planning of activities is presently implemented on an informal daily basis which does not ensure all aspects of the six learning areas are effectively covered over the long term. Although staff observe the children and make some notes of their progress they do not use this information effectively to identify children's next steps in learning, organise or plan activities. Consequently, at times, particularly in small group, activities are not well-matched to children's abilities. This does not ensure children's learning is fully promoted.

Children demonstrate suitable levels of interest and motivation to learn. They eagerly enter the room and independently select from a wide range of resources. They move around the environment being able to mostly choose what they want to play with. They enjoy becoming independent, serving themselves at snack time and pouring their own drinks. They sit and maintain suitable levels of concentration at activities such as looking at part of the body. However, children's ability to maintain attention and concentrate is sometimes limited because the activity is too challenging for other children who become disruptive.

Children readily talk with other children and adults. Some children are able to negotiate taking turns with the new toys. 'Do you want this and I'll have that' a child in the role play shop is heard to say. Some children readily recall and share their experiences, such as recent events at birthday parties. Younger children are introduced to new vocabulary such as sticky and squash when making play dough. The word of the week helps children to learn the sounds that letters make and there are some opportunities for children to see print for a purposes in the environment. However, story time is sometimes abandoned and children are not always encouraged to write for a purpose in their play.

Children's understanding of mathematics is beginning to develop but it is not fully supported. Children show interest in counting the number of children sitting on the mat and in most instances children can say how old they are. They recognise shapes such as diamonds and circles and enjoy recreating patterns in the sand. However, many opportunities are not seized by staff to develop children's interest and understanding. For example, children see too few numbers as labels in their environment and numerals are not used for a purpose, such as, how many children are present, or for price lists in the shop.

In general children are learning investigative behaviour. For example, children handled a wide range of creatures when Zoolab made their visit. They are encouraged to put their fingers in the mixture when making play dough to see how it feels and they are encouraged to find out if there is a piece of track that will join the track together. However, children are not always encouraged to look at changes that take place, such as what happens when they put the water into the flour.

Children participate enthusiastically in dancing and singing activities. Imaginative play is given good emphasis and subsequently children are seen to engage in imaginative play such as walking around the room pretending to visit different shops, crossing the road and feeding the ducks. However, although there is a designated creative area, children do not always have access to paint freely, play with water or design using a range of materials.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. The settings policies actively promote inclusion for all. All trips are funded by the committee to ensure all children are included. Children with learning disabilities and difficulties are supported well as staff work in partnership with parents and other agencies. All activities are available to all children and children are becoming aware of the wider world society as pictures, posters and resources reflect positive images of diversity and a variety of cultural festivals are celebrated throughout the year. This facilitates children's ability to respect and value difference.

In general children's behaviour is good. Some children demonstrate an increasingly strong understanding of right and wrong and are beginning to be confident to stand up for their own rights. For example, a child takes back the train he is playing with telling the other child, 'that's my train, I had this one'. Children also show a good level of consideration for others. As a result, for most of the time, children play in a harmonious environment. However, a number of times during the day children have limited opportunities to make choices and play independently and some small group activities are not well-matched to children's ability. This results in some children becoming disruptive.

Partnership with parents and carers is satisfactory. Children benefit from the relaxed relationships staff develop with parents. Parents spend time with staff on arrival and departure to exchange information which contributes to the continuity of care for children. Staff encourage parents to become involved in the group. Regular news letters keep parents updated with current events and parents are encouraged to become involved in the running of the group through the committee and sub committee group. Whilst parents can request to see all policies and procedures they are not displayed for easy access and the complaints procedure has not been updated in line with new regulations. This does not ensure parents are fully informed about how the setting operates. The partnership with parents of children who receive nursery education is satisfactory. Many steps have been taken to involve parents in their children's learning. For instance, parents are made aware of the letter of the week and they are encouraged to take books home to share with their children. Discussions with parents demonstrate they enjoy this involvement and feel their children benefit from it. Parents also receive daily information about the types of activities children have taken part in, but they have little information on the Foundation Stage and the systems to share children's overall progress and next learning steps with parent are not yet fully effective.

## **Organisation**

The organisation is satisfactory.

Overall, children's needs are met. Checks on the suitability of staff are undertaken, all staff working with the children are appropriately qualified and the required adult ratio's are maintained and in most cases exceeded. Most of the required documentation for the safe efficient management of the group is in place and maintained. This contributes to the welfare, care and learning of the children who attend.

The organisation of the first session of the morning is good. It allows children to freely choose the direction of their play and take part in a number of different activities with the support and encouragement of staff. The organisation of the remaining sessions is not fully supportive of children's needs. For example, large groups at snack time means some children have to wait long periods of time to collect their snack or have to wait long periods of time to eat their snack. This leads to some children becoming disruptive. All free play is stored away, limiting children's independent learning and choice. This leads to some children becoming disengaged with learning. Although small group activities are mostly stimulating they are not organised to ensure they are well-matched to children's ability which leads to some children becoming disruptive.

The quality of the leadership and management of the nursery education is satisfactory. The committee and staff are committed to making improvements. Many improvements have successfully improved the quality of the nursery education. For example, funding has been secured for new resources, trips and visitors. Further exciting plans are currently underway, such as the new outdoor play area. However, there is still no rigorous system in place to evaluate and monitor the overall quality of the nursery education. Consequently, there are ongoing weaknesses in the provision, particularly in relation to the organisation of the session and the systems in place for the planning of the curriculum and the monitoring of children's progress, and identifying children next steps in learning. This hinders children's progress.

### **Improvements since the last inspection**

At the last inspection the group were required to ensure the child protection policy included the procedure in the event of allegations being made against a member of staff. The policy currently includes a procedure to be followed in this event but it does not fully comply with the Local Safeguarding Children Board policy. Therefore this continues to be an area for improvement to ensure children are fully safeguarded. In addition the group was required to devise a procedure to be followed in the event of a child being lost. This procedure is now in place and helps to ensure appropriate action is taken to safeguard children. The group has also made improvements to ensure all staff implement the behaviour management policy which ensure children's behaviour is managed in a way which promotes their welfare and development. Although much improvement has been made, particularly to the beginning of the session, to ensure space and resources are effectively organised to meet the children's needs, improvement in this area is still needed to improve children's opportunity for independent play.

At the last nursery education inspection the group agreed to improve the opportunities for more able children to be challenged in all the six learning area and to improve the arrangements in place to assess the provision's own strengths and weaknesses. Although some improvement has taken place both of these areas continue to need further improvement to ensure the quality of nursery education improves.

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

Since the last inspection there have been no complaints made to Ofsted that require 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):

- obtain parents consent to seek emergency medical advice and treatment and ensure drinking water is available for children at all times
- ensure the written child protection policy reflects the appropriate action that should be taken in the event of an allegation being made against a member of staff or volunteer
- make all policies and procedure more accessible to parents and update the written complaints policy in line with line with regulations
- ensure the organisation of snack time and the small group times which follow are fully supportive of children's needs.

#### **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):

- develop a system to ensure observation and assessments inform planning for children's next steps in learning and to ensure that activities offer appropriate challenge to all children (this also applies to care)
- devises a rigorous system to monitor and evaluate the quality of the nursery education.

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)