

Charnock Richard Pre-School

Inspection report for early years provision

Unique Reference Number	309265
Inspection date	30 January 2008
Inspector	Lynne Pope
Setting Address	Parish Rooms, Church Lane, Charnock Richard, Chorley, Lancashire, PR7 5NA
Telephone number	07944 217699
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Registered person	Charnock Richard Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Charnock Richard Pre-School is run by a committee. It opened in 1986 and operates from the Parish Rooms Building in Charnock Richard. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each week day from 09.00 until 15.00 except for Wednesdays when it is open 09.00 until 11.45 during term time.

There are currently 34 children aged from two to five years on roll. Of these 31 children receive funding for early education. Children come from the local area.

The pre-school employs five staff. Of these, four hold appropriate early years qualifications and one member of staff is working towards a further higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have access to a clean, very comfortable environment. Excellent procedures ensure that children learn about good hygiene practices. A photographic chart is displayed at child height in the bathroom which children follow for the routine of flushing the toilet, using soap and drying their hands. Staff supervise them and give verbal reminders. Indoor and outdoor activities are very well planned enabling all children to enjoy physical activities. They have the free choice about when they would like to go outside during the session. They are keen to do so even on cold days and enjoy the freedom of running round the open space, riding bikes, using bats and balls and drawing with chalk on the flags. They are able to rest or be active as they need.

Children are kept safe from the spread of infection by an effective sickness policy being in place. Appropriate consents and records are in place for the administration of medication and recording accidents. Imaginative snacks ensure that children are nourished and their good health is promoted. They make up their own ham tortillas and particularly enjoy crackers, cheese, cucumber and cherry tomatoes. They learn independence as they choose what they would like to drink and pour their own drink.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to a very well organised environment. The two rooms are made welcoming with displays of children's art work and photographs of activities, giving them ownership of the environment and developing their self-esteem. The indoor and outdoor space is organised very effectively enabling children to explore and take risks while being supervised. Children use an extensive range of safe, well maintained toys and equipment suitable to the age and stage of their development. They support children's play and imagination really well. For example, they particularly enjoy the battery operated drills, jigsaws and hammers in the construction area.

Children are cared for in a very secure environment and are well protected by the procedures in place. All visitors to the building are monitored. Daily visual risk assessments are carried out which ensures the premises are free from any hazards for children. They learn about keeping themselves safe as evacuation procedures are practised.

Children are well protected by staff that are confident and secure in their knowledge of child protection policies and procedures. They give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Staff in the setting provide a calm, consistent environment where children are happy and settled. They settle well and build good relationships with staff and peers. Parents and carers fill in a booklet called 'All about me' prior to their child starting which helps staff to understand the child's needs. The suitable range of activities encourages children to explore the space and develop their physical, communication and social skills well. Children show emerging confidence and independence as they select their own toys. Staff get down to children's level, joining in

with their play, extending their play as they talk to them. Children enthusiastically use craft materials and learn to use the computer and electronic toys. They use their imagination as they dress up in Chinese clothes and play with the artefacts for Chinese New Year in the home corner.

Staff plan the next steps in children's learning. The focused daily plan describes what resources are needed and what children are expected to gain from the activity. The plan is evaluated daily and adapted for the following day based on the children's needs.

Nursery Education

The quality of teaching and learning is good. The manager has an excellent understanding of the curriculum. All staff are involved in planning activities which give a well balanced covering of all areas. The daily plan identifies what would be done differently for children under three and over three years of age. However, it does not differentiate for children of different abilities over the age of three years. Good use of time and resources ensures that children are involved in purposeful play and learning. Small observations are carried out as staff see children achieve. Once a term staff shadow a child for a whole session and write three observations covering any area of the curriculum. They are written up as either straight observations or as a learning story where photographs depict what the child achieved.

Children have a positive approach to activities being eager to take part. They are becoming confident approaching visitors, talking to each other and staff. Their self-esteem is promoted really well. They display any models that they have made during the session with their name card so that they can be appreciated by everyone. During circle time they learn about initial sounds of words as they pass the bag of objects round while singing a song. When they stop an object is taken from the bag and the group says what letter they think it starts with. They realise that all the objects start with the same letter. Books are appreciated by everyone as they look at them on their own or with friends, they talk about the pictures and carefully turn the pages. Number is used in everyday play and familiar rhymes are sung.

There are lots of opportunities for children to explore. Magnifying pots are available for outdoors for them to examine closely something that they might find. They explore different textures through paint, cotton wool balls and a tray of white sand with glitter. Tools are used confidently as they roll out the play dough and use cutters or shape it with their hands.

Helping children make a positive contribution

The provision is good.

Children develop a positive attitude towards others and gain a good understanding about the wider world through stories, celebrating different festivals, visits into the local environment and visitors into the setting such as the police and police dog. Positive images are freely available as children play with the chopsticks and dressing up clothes or do a jigsaw. They are eager to show their parent or carer the Chinese Dragon on display as they arrive in the morning. This positive approach fosters children's spiritual, moral, social and cultural development well. Children benefit from the calm, consistent attitude of staff. They use timely interventions where they use distraction or clear instruction which protects the child. Positive behaviour is encouraged through praise.

Partnership with parents and carers is good. Children benefit from a two way sharing of information which enhances their learning. Parents and carers are verbally kept informed about their child on a daily basis. They are encouraged to be involved in the termly observation. They

receive a copy of the observations and are able to write a written observation of their own. They receive regular newsletters which keep them informed about the provision. Parents and carers stated that are very happy with the standard of care that their child receives.

Organisation

The organisation is good.

Overall, the provision meets the needs of the range of the children for whom it provides. Effective recruitment procedures ensure that children are cared for by staff with knowledge and understanding of child development. Further training and good teamwork ensures that they understand the policies, procedures and the philosophy of the provision. The required policies and procedures are in place which supports the care of the children. All records are up to date. However, children's times of attendance are not recorded to give an accurate record. Organisation of the premises is good, allowing children to select their own resources and take part safely. A good balance is maintained between physical exercise and rest periods. Staff are enthusiastic and committed ensuring that children's time is fulfilling and productive. In practice, staff work towards keeping children healthy and safeguard their welfare.

The Leadership and Management is good. The manager has been in post since last September. Since then the provision has been evaluated and an action plan put into place for improvements. New planning and observation methods have been implemented. Links have been developed with parents and carers so that they are fully involved in their child's learning. Staff appraisals have been carried out and the policies and procedures are currently being reviewed. This shows a commitment to the improvement of care and education for all children.

Improvements since the last inspection

At the previous inspection three recommendations were raised. Some staff have attended training for child protection and more staff have been identified to attend, to increase their knowledge. Accident records are maintained in line with requirements and times of staff's arrival and departure are recorded.

Complaints since the last inspection

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.

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.

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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):

- record the times of children's arrival and departure to ensure an accurate record is maintained of their attendance.

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 the written daily plan further by identifying the expected learning outcome for children of different abilities.

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