



Barnton Pre-School

Inspection report for early years provision

Unique Reference Number	402528
Inspection date	23 January 2007
Inspector	Sylvia Cornock
Setting Address	Barnton Primary School, Townfield Lane, Barnton, Northwich, Cheshire, CW8 4QL
Telephone number	01606 74963
E-mail	
Registered person	Barnton Pre-School
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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?

Barnton Pre-school was registered in 2001 and the Out of school was registered in 2005. They are managed by a voluntary community committee and are a registered charity. They operate from two rooms and hall within Barnton Primary School, Northwich, Cheshire. A maximum of 32 children aged from two years to under eight years may attend the pre-school and out of school at any one time. The pre-school is open each weekday from 09.00 to 11.30 and 12.45 to 15.15 and the out of school is open 08.00 to 09.00 and 15.15 to 17.15 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 65 children aged from two to eight years on roll. Of these 38 children receive funding for nursery education. The pre-school and out of school currently supports children with learning difficulties and disabilities. The pre-school supports children who speak English as an additional language.

The setting employs nine members of staff who work directly with the children. Of these, five hold appropriate early years qualifications and four are working towards a childcare qualification.

The setting receives support from a local authority teacher and they are members of the Pre-school learning alliance and have achieved accreditation through the Pre-school learning alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children throughout the pre-school and out of school learn about the importance of being healthy through effective hygiene practices and clear consistent routines. They are aware, for example, of washing their hands before snack time and after messy play. Older children confidently use paper towels when drying their hands and talk about germs. There are well written procedures in place for the administration of medication and protecting children from the spread of infection. Comprehensive records of medication and accidents are clearly maintained. There is a high number of staff with current first aid certificates, this ensures children's safety and well-being is promoted. Very good practices and high standards of hygiene throughout the setting significantly enhance children's health and well-being and prevents the spread of infection.

Children develop a very good awareness of the benefits of a healthy diet, through the varied activities, for example, topics such as healthy eating and tasting food from other countries. All children have good access to drinking water and fluids throughout the day. The children enjoy a broad and varied range of well balanced snacks which are freshly prepared. Staff are aware of individual needs and any dietary requirements are recorded and provided.

Children show excitement and enjoy outdoor play with the excellent range of equipment and natural materials to help develop their physical skills. They benefit from the very good access to a well maintained outdoor area and activities that promote their large physical development and coordination. They are given wide and varied opportunities to freely choose from equipment to stimulate development, such as ride on toys, imaginative toys, balls and hoops. Children have daily exercise through participating in various activities, such as using the parachute in the hall listening to music and moving their bodies in a variety of ways. They jump, hop, skip, crawl, move quickly and slowly as they use their imagination to get from one end of the hall to the other. This promotes their health and physical skills. Older children in the out of school have great fun and enjoy physical activities, such as football in the outdoor area on a daily basis.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children learn some sense of danger and knowledge about how to protect themselves from harm, because staff have a very good understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their

environment. Risk of accidental injury to children is minimised because staff are extremely vigilant and use risk assessments to reduce potential hazards. Children learn to keep themselves safe through discussion with staff. For example, they understand about the importance of being aware of others around them when running in the designated outdoor play area, because of the danger of hurting themselves or others.

Children are welcomed into the setting by staff who use space well to provide a welcoming atmosphere, this enhances safety and helps children settle. Children's work is displayed throughout the setting helping to develop their sense of belonging. The individual rooms are attractive and toys and equipment are arranged extremely well to provide different areas for play, rest and snacks. Children are able to move around safely in the well organised environment. They have access to an excellent range of good quality, clean, safe and well maintained equipment and furniture in each learning area. Toys and equipment are of a very high standard and are suitable for different ages and abilities, meeting children's needs effectively. All children develop independence as they select from the easily accessible equipment.

Children have a clear understanding of the importance of evacuating the premises through regular discussion and practise, this enhances and supports their safety and well-being. Staff understand their responsibilities to maintain a safe environment. They know the designated member of staff who has responsibility for child protection, however, their understanding of the procedures to be followed if they had concerns is not secure, and their policy and procedural document does not include the telephone numbers for the local social services or police. This compromises children's protection, safety and well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children show excitement as they eagerly arrive and enjoy their time in the pre-school and out of school, they are extremely confident, motivated and self-assured. They achieve well because staff are highly skilled and use their exceptional understanding of early years guidance, such as Curriculum guidance for the Foundation Stage, to provide high quality care and education.

Staff establish positive relationships with children, helping those who are new to settle, making them feel secure and showing sensitivity to their individual needs. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Early communication skills are extremely well supported through high quality adult-child interactions. Children have many and varied opportunities to extend their learning and progress through well planned activities which are age appropriate. They are inquisitive, interested and respond to the challenges with confidence.

Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences, for example, talking about other cultures and religions having the opportunity to taste foods from other countries. They have great fun as they experiment in water play activities. This gives children optimal challenges.

Nursery Education.

The quality of teaching and learning is good. Staff communication skills are good, they support children in their learning through inspiring and innovative activities which helps children make very rapid progress. The well planned programme of activities ensure children's individual learning potential is developed and assessed with the utmost priority, significantly enhancing all aspects of learning and their progress. Children are captivated and actively contribute to the wide range of varied and interesting activities planned, for example, children confidently talk about their families, where they have been, who they have visited, and a favourite animal. Staff develop their thinking by asking open ended questions, for example 'what happened next'. Children are extremely articulate in their explanations, with all children listening, interested and asking questions.

Children are extremely imaginative. They make sense of the world around them in the stimulating outdoor area and create exciting, individual art and craft work. They are inquisitive as they use a wide variety of materials they collect on walks within the school grounds. This promotes their understanding of the world about them and their physical skills.

Children are secure in the routines of the pre-school and show enthusiasm as they engage in role play. They behave very well and have good relationships with each other as they share and take turns. They are becoming extremely confident as they select their own snack and pour their own drink at snack time. They talk and express ideas at news sharing time. All children use marks readily to represent their ideas and older children are adept at writing their own names. Excellent use of visual symbols and labelling develops children's understanding of letters to form words. Children enthusiastically select a book from the well resourced book area. They listen to stories well showing extreme confidence and self-assurance as they contribute their ideas to the story.

Children work well together, for example, younger children are given guidance by the older children as they explain and direct them to using the mouse for the computer. Older children show great skill and use the computer equipment exceedingly well. They gain confidence in using numbers in their play. They respond enthusiastically to challenges to extend their mathematical vocabulary. Children's physical skills are developed extremely well through regular use of the excellent attractive and innovative range of outdoor equipment. They competently climb, balance, change direction and speed. Children develop good small manipulative skills as they are involved in a variety of craft and construction activities.

Teaching highly motivates children's learning. Staff are extremely confident and self-assured, they work exceedingly well together. They know each others strengths and where they are to be deployed. This contributes to the superb running of the daily routine, inspiring and enhancing all aspects of children's learning. Staff are perceptive to children's interests during self-initiated play and they use questions very successfully to challenge children's thinking and language skills. They use highly effective assessment systems and are rigorous in the observation, monitoring and recording of children's achievements. These are used to plan experiences that help children take the next step in their learning.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the pre-school and out of school. They play a full part in the setting because staff value and respect their individuality and the family context for each child. They have extensive opportunities to learn about themselves, each other and the world around them. This is achieved through planned activities, such as Chinese New Year and the use of good resources and themes. The integration of children who have learning disabilities or additional needs, help children's understanding of the wider world. This positive approach ensures children's spiritual, moral, social and cultural development is fostered appropriately.

Children's behaviour is very good, they are polite, caring of one another, they help each other, share and take turns. Staff act as first class role models, they consistently give children praise and encouragement which support their efforts and achievements, showing respect and consideration for children and each other. They have high expectations and set boundaries which helps children to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is increased as they respond to gentle reminders to care for their environment, the resources and each other.

Partnership with parents and carers is good. The good partnership with parents contributes significantly to children's well-being in the setting. Parent's views about their child's needs and interests are actively sought before the child starts the setting, and on a regular basis throughout their time there. They are given good information on the aims of the pre-school and out of school, the curriculum guidance and areas of learning. However, the procedures within the pre-school and out of school policies for child protection and complaints, is not compatible. This compromises children's safety and well-being. Good written information, newsletters, posters and displays give a wealth of information enabling parents to read them on a daily basis. This gives them an insight into the activities and what children are learning. However, parents would welcome the introduction of more opportunities to discuss their child's progress, such as parents evenings. This would further promote the existing good partnership with parents and enhance children's learning and progress towards the early goals along with their overall development and well-being.

Organisation

The organisation is good.

The leadership and management is good for pre-school education. Children's care is greatly enhanced by the exceptional quality of organisation and the good leadership and management of nursery education. Children benefit from highly qualified and skilled staff who are effectively inducted and who regularly reflect, monitor and improve the quality of care and education.

The very good relationships between the management and staff ensure the setting offers a rich, varied and imaginative environment for all children. The management and staff are extremely supportive and approach their duties with utmost priority. This ensures that children are cared for in a rich learning and caring environment.

Most staff are highly qualified and have a wealth of experience, they are extremely well motivated, vibrant and continue to attend many training courses. This has a positive effect on children's learning and welfare. Staffing levels are organised to ensure that they are within the required ratios, as a result children benefit as they are given excellent attention and support.

Children are safeguarded as the provider makes rigorous checks to ensure staff suitability before they are employed. The good appraisal system ensures that the settings comprehensive policies and procedures are consistently applied. All staff are committed to continuous improvement 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 the setting was asked to devise a system to monitor the progress of activities and to develop good practice to ensure that the provision meets the needs of individual children. The setting has introduced a new system which ensures that individual children's needs are met. They were also asked to provide further opportunities for children to develop their existing skills of personal independence. This has been achieved through the planning of many activities where children freely choose activities and resources, for example, the introduction of a snack bar, which is available for children to help themselves at any time throughout the session. These measures enhance children's independence and learning.

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 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 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):

- review the policies and procedures for the pre-school and out of school in relation to child protection and complaints to ensure they are compatible

- ensure staff are aware of child protection issues and are able to implement the policies and procedures in the absence of the designated member of staff and that the telephone number for social services and local police is easily accessible.

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):

- consider the sharing of children's development and progress with parents on a regular basis.

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