



Cranmer Pre-School

Inspection report for early years provision

Unique Reference Number	258576
Inspection date	02 March 2007
Inspector	Ann Keen
Setting Address	Archbishop Cranmer Primary School, School Lane, Aslockton, Nottinghamshire, NG13 9AW
Telephone number	0771 8191626 or
E-mail	
Registered person	Cranmer Pre-School
Type of inspection	Integrated
Type of care	Full day 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?

Cranmer Pre-School opened in 1978, and moved to Archbishop Cranmer School in 1983. It operates in a unit attached to the infant and primary school in the village of Aslockton, and has an enclosed outdoor play area. Children attend mainly from the local area, including surrounding villages.

The pre-school is open term-time only. They operate 09:00 to 15:45 Monday to Friday. There are currently 47 children from two-and-a-half years to five years on the register. This includes 31 funded three-year-olds and four-year-olds. The setting supports children with learning difficulties and/or disabilities.

There are eight childcare staff working with the children, one on a full-time basis and seven part-time. Eight additional staff supply emergency cover. Six staff have Level 3 childcare

qualifications and other staff are on training programmes. Support and training is accessed through the Nottinghamshire County Council. The setting are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected against infection because staff follow good hygiene practices. Children are learning to wash their hands appropriately and each child has a paper towel for drying their hands to avoid the spread of infection. Children are cared for in a clean and well-maintained environment, therefore promoting good health care. Children's food is hygienically stored and prepared and kitchen staff adhere to environmental health recommendations. Children's welfare is promoted successfully because staff respond to accidents appropriately; sufficient staff hold current first-aid certificates, they record accidents carefully and keep an adequately equipped first-aid box. Children are well cared for if they become ill as they are able to rest on suitable beds until collected by their parents.

They are well nourished because healthy snacks and meals are provided in line with parents' requests. Those children who stay to lunch have the choice of a hot school dinner ensuring they have a balanced meal, such as roast beef, roast potatoes, carrots, cabbage or a vegetarian option. The pre-school provides water which children can access at any time and milk is also available to children ensuring they do not go thirsty. Children's physical development is effectively supported through the use of the wide range of resources available. Children play on wheeled toys and enjoy using the climbing frame and slide to develop their muscles and extend their ideas for play. Children's co-ordination is enhanced through riding around the tracks laid out. Activities like painting and writing are used purposefully to develop control and manipulative skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and safe environment. Access to the pre-school is safe as entry is via the school's security system. Children are well protected from unwelcome visitors as the fence is securely locked. Children play in a very light and airy room with a good amount of space in which to move and play. The equipment and resources are child height and accessible, developing their independence well and enabling them easy access to resources, reducing the risk of accidents. All equipment is fit for purpose and children have access to good quality resources. This ensures that children are well protected from hazards.

Children are generally safeguarded against child protection issues as there is a clear and comprehensive child protection policy and staff are generally knowledgeable about their roles. However, all staff are not totally aware of the procedures to inform appropriate authorities in the event of an allegation being made against them. Staff ensure positive steps are taken to promote all aspects of safety both inside and outside the pre-school. A high level of supervision also promotes children's safety as staff monitor their activities. Children are appropriately

safeguarded from harm as the facilities, resources and equipment are regularly checked in conjunction with the school premises. Comprehensive risk assessments are carried out on a daily basis such as checking that the door alarms and the phone are in good working order.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children are happy and content in this friendly environment. They settle quickly and respond well to staff, thus developing their confidence. Staff value what they have to say and engage in meaningful conversations which promotes children's self-esteem effectively. Children respond to new challenges by asking questions and showing involvement in their activities. This enhances their learning and play. Children develop a good range of skills and knowledge through the first hand experiences provided for them, like feeding the birds and weighing playdough. Staff constantly praise children making them feel relaxed, confident and content to stay in the setting. Children enjoy activities outside, choosing to play boisterous games or sit quietly in 'Megan's House'. The outside area is used to good effect so children can develop their co-ordination and control. By contrast they are able to experiment with sounds, playing with mobiles and listening to the wind, providing more imaginative experiences. Children are actively engaged in their play. Consequently they are happy and well prepared to get a lot from their experiences.

Nursery education

The quality of teaching and learning is good. Staff have a clear understanding of national guidelines for the Foundation Stage which supports children's learning effectively. Planning is organised around the six areas of learning to provide children with a broad and balanced programme of activities such as riding on wheeled toys, playing with coloured water, identifying sounds and free use of the writing table. Through the use of challenging and demanding questioning the children are learning to think and extend their own ideas well. Staff generally use suitable methods to help children learn; they create bird feeders, search for objects starting with the letter of the week and sing action songs. Staff generally assess the children's progress well and they use the information gained to appreciate the next step in children's learning. They are changing their methods of assessment which provides a clear profile of the children's development. Although they intend to use the information gained to help them to match the activities closely to children's needs they are not using the system fully effectively at the moment. This means that they occasionally provide activities which do not support children's learning well, for example, the older children sometimes use worksheets which are not appropriate for them. However, staff are aware of children's different stages of development and aim to provide activities which challenge individuals and move them forward in their learning. Children benefit from the wide range of resources providing them with good opportunities to explore, experiment and play. Staff give children sufficient time to consolidate their learning and finish their individual games. This means they allow them to complete a puzzle or make a construction without disturbing their play. Staff set clear boundaries and expectations for good behaviour. They ensure that the 'rules' are consistently applied so that children understand what is required from them.

Children are very interested in the activities on offer, they participate enthusiastically developing their confidence well. They are learning to appreciate the needs of living beings well by making bird feeders, for example, although the associated worksheets do not always contribute effectively to further children's learning. Children's positive self-esteem is evident in their ability to talk to visitors confidently. Staff praise the children and encourage them well, developing their self-esteem effectively. The children's achievements in listening skills is well supported as they concentrate on the sounds from the tape recorder. Children are well behaved and are learning to work together with others co-operatively. As a result they realise that they are able to help each other, pooling ideas and succeeding. This is evident in a small group of children working at the computer playing a game of 'Goldilocks and the Three Bears', discussing what to do and where to move the cursor. Consequently the younger children learn from the older, more experienced children. They are interested in stories and listen intently, successfully helping to develop their vocabulary and understand how stories are organised. They participate in suitable activities to learn to make marks and make representations of their ideas such as making seed pictures, creating butterfly prints and painting their own pictures. Children are adept at recognising their names on their drinks cartons and following print in stories so developing the early stages of reading well. They learn that mathematics is everywhere around them by identifying that biscuits are circle shaped and appreciating the symmetry in making patterns. Children learn about the early stages of addition and subtraction through fun activities like 'rockets' flying away to Mars. Children create their own constructions effectively from commercially produced materials as well as participating in directed activities like making daffodils for St David's day. Children experience a range of musical activities such as singing action songs, tidying up to the strains of, 'Show me the way to Amarillo' and using mobiles outside. This supports their creative skills well. Through using role-play and small world scenarios, children learn to develop their imaginations effectively.

Helping children make a positive contribution

The provision is good.

The development of appropriate behaviour is given high priority through positive encouragement and praise so children successfully learn the difference between right and wrong. Children learn to celebrate different cultures and beliefs by participating in a variety of cultural events. Through enjoyable activities like making lanterns and dressing up in costumes, they learn that people have differing experiences which are valued and respected. Consequently, children learn to value similarities and differences between themselves and others. The staff are aware that some children have learning difficulties and /or disabilities and take appropriate action. They welcome all children into the group and they are committed to liaising with parents to provide for individual children and promote equality of opportunity. Children's spiritual, moral, social, and cultural development is fostered. There is a good exchange of information to support the children's care. Parents fill in an entry profile and by talking to them, the staff note children's likes and dislikes, allergies and information that staff need to know to make the children's stay safe and enjoyable.

The partnership with parents and carers is good. Parents are constantly provided with good quality information about the pre-school, which is displayed very clearly on the windows for parents to see. This includes plans, events and general information. Each child has a pocket on

the wall with information and their own items to take home. Parents are well informed about their children's achievement and progress. Children's learning is effectively supported through on-going discussions with their parent to exchange information and observations from home. Parents receive newsletters informing them about the Foundation Stage and the 'Birth to three matters' framework. Parents are encouraged to be involved in the pre-school and a list for volunteers is displayed so parents can come into the pre-school and support their children's learning.

Organisation

The organisation is good.

Children's care is enhanced by well organised procedures. An operational plan is in place which includes extensive policies and comprehensive documentation reflecting the practice well. These include a fire evacuation policy, healthy and safety, child protection and confidentiality policies. Effective systems are laid down to ensure that staff members continue to increase their knowledge and skills. Consequently, children's progress is improved as they receive activities and care delivered by constantly improving practitioners. Overall children's needs are met. Records and registers are well maintained and visitors details are clearly recorded. This helps to safeguard children. The space is well organised to allow children to develop their own ideas and provide for their individual requirements. Staff are fully involved with the children at all times and robust systems are in place to maintain good ratios of staff to children.

The leadership and management of nursery education is good. It supports the children's achievement effectively. The supervisor provides good leadership so that children are supported by well trained, experienced staff. Children's learning is supported through the pre-school's ability to assess its own strengths and weaknesses successfully. They have regular staff meetings and identify their own future developments. The pre-school has robust systems in place to monitor and evaluate the provision, consequently children benefit from continual improvement in the setting. Children's achievement is assured as the pre-school is committed to the improvement of care and education for all children.

Improvements since the last inspection

Two recommendations were raised at the last care inspection. One related to the care of children on outings, the second related to planning. The pre-school has developed a policy with regard to children's care on outings. Although children usually remain within the grounds they have suitable procedures in place in case of outside visits ensuring children are safe. The practical application of planning now relates effectively to children's ages and abilities so when working in large groups the children get the best out of their experiences.

At the last nursery education inspection, two recommendations were raised. One related to the effectiveness of the outside play area. The second related to the organisation of groups of children. The outside play area is now more effectively organised. This ensures children have more frequent access to the fresh air and the variety of activities that are arranged outside, extending their experiences on a daily basis. Children now benefit well from the re-organisation of group-times so older children are not disturbed by the younger children. Consequently, all children benefit from activities based at their level and stage of development.

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 by Ofsted.

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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):

- ensure all staff are aware of who to contact in case of allegations of abuse or neglect being made against them.

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 assessments are used effectively to match all activities to children's needs.

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