



## Rishton Parish Church Pre-School

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 309442   |
| <b>Inspection date</b>         | 14 March 2007  |
| <b>Inspector</b>               | Wendy Fitton   |
| <b>Setting Address</b>         | The Parish Hall, Blackburn Road, Rishton, Blackburn, BB1 4HD |
| <b>Telephone number</b>        | 01254 888 850  |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Rishton Parish Church Pre-School                             |
| <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?

Rishton Parish Church Pre-school has been open over 20 years and operates from the parish church hall on Blackburn Road in Rishton, Lancashire. The pre-school provides sessional care for a maximum of 24 children aged from two years up to five years.

The opening hours are term-time only Monday to Friday. Morning sessions are from 09.00 to 11.30 for 24 children aged three years up to five years in receipt of funding for early education. Monday to Wednesday afternoon sessions are from 12.30 to 15.00 and provide care for children from two years up to three years. There are currently a total of 41 children on roll.

Children access the main hall and toilet facilities that are part of the main church building. There is no access to outdoor play space at present. The group is the responsibility of a

management committee. There are five staff employed to work directly with the children and this includes a manager and deputy. Most staff hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children develop their physical skills as they access the physical play area in the main hall. They ride on cars, pedal bicycles and climb in and out of large cardboard boxes. They negotiate obstacles when moving around the room and show confidence when climbing on the large slide and climbing frame. Children develop their hand and eye coordination as they have control of clothing and fastening as they change in to plimsolls on arrival, put on their own coats and fasten them at the end of the session. They use one handed tools and equipment as they paint with brushes, draw with pencils, operate the mouse with the computer and cut with scissors.

Children's health and hygiene is satisfactorily promoted as they are encouraged to wash their hands after the toilet and wipe their own noses. The premises are clean and reasonably maintained and staff take responsibility for keeping areas and toilets swept and clean. Children's first aid needs are attended to as most staff have up to date first aid training and there is a first aid box sited in the main hall. There are procedures in place for accidents, medication and emergency treatment; however the sick children's policy is not up to date with current legislation.

Children are nourished and are provided with a variety of healthy snacks and drinks. Children enjoy bread sticks, crackers, vegetable sticks and fresh fruit. There are jugs of water accessible throughout the session and the children help themselves as they monitor their own needs for a drink. Children's individual dietary needs are recorded and all staff are up to date with any special requirements. Snack time is well planned and provides a positive social occasion and develops children's independence as they self-serve and pour their own drinks.

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

The provision is satisfactory.

Children are cared for in a welcoming and safe environment which is planned to meet the varying ages and stages of development. Space is used creatively and staff work hard to set up the environment on a daily basis to enable the children to move and play freely and safely. Children feel a sense of belonging as they see their own art work displayed and look at photographs of themselves and their family and relate to their name label and labels on familiar objects and furniture.

Children make choices from safe and suitable resources, equipment and furniture. For example, everyday routine furniture includes, tables and chairs, cushions and mats and steps for the toilet and sink in the bathroom. Children's learning is supported through construction toys, mark making and creative materials, books, large physical play equipment and role-play equipment. The storage of toys and resources does not fully promote children's independence to choose what they want to do during the sessions.

Children are learning to keep themselves safe because staff talk to them about safe procedures. They are reminded not to run around in the hall, not to climb up the slide the wrong way and not to swing toys around as they may hurt someone. Staff follow necessary safety procedures and these include booking in and out of children and visitors, placing safety mats around the large slide and climbing frame, carrying out fire drills and risk assessments of the premises.

Children's welfare is protected and safeguarded because staff understand their role and duty to protect the children. Staff know the referral procedures and the role of the designated member of staff. They keep a record of any incidents and parents sign any records and are aware of the procedures. The child protection policy does not include a procedure to be followed in the event of an allegation against a member of staff or a volunteer.

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

The provision is good.

Children develop real confidence and have good self-esteem as they play happily and are reassured and well-cared for by gentle caring adults. The environment is well planned and children can explore and investigate at their own pace. Staff are very positive and supportive to the children as they talk to them all the time during their play. Children enjoy the treasure baskets, painting and printing, mark making, reading books and playing with messy and creative equipment. Children are very familiar and secure with the daily routine and rhythm of the session. Staff positively praise and encourage the children to achieve as much as they can as they experiment with fine sand, feel the textures of the play dough, choose their own snack and pour their own drinks. Children respond to positive language as they hear "good boy" "good girl", "brilliant", "super" and "fantastic". They thrive from positive, close relationships with their key worker and enjoy small group work. Staff plan activities that are linked to the Birth to three matters framework and so respond to children's interest and any record observations for the development profiles.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are interested and motivated as they participate in activities to develop their social and independence skills. They self serve their snack, pour drinks and put on their own coats and shoes. Children show an interest in what they are doing as they play with a purpose, focus, concentrate and initiate ideas when playing hide and seek. They are encouraged to share toys and respect each others feelings. They learn to manage their own behaviour as they know not to run around. They learn about their community and different lifestyles as they taste different foods, welcome visitors and celebrate festivals.

Children respond to instructions as they are encouraged to tidy up, sweep the sand and wash their hands. Staff use language to enhance children's thinking through open-ended questioning. Children recognise their own names and labels on everyday objects and practice their writing skills as they write their name on their art work. Children are beginning to understand and practice counting; they count to 10 confidently and calculate how many chairs are needed at the snack table and how many children are allowed on the slide and climbing frame. They

recognise simple shapes and relate to them when filling cones in the sand and operating the computer game.

Children enjoy using their design and making skills as they construct with some interlocking shapes. However there are limits to children being able to self-select a variety of different construction toys. Children develop a sense of place as they talk about their own community and visitors to the setting. They know where they live and the type of house and relate to their own family members. Children create everyday situations as they play with the people and the play house. They learn to operate information technology as they use the computer, the telephone in the flower shop and the shop till. Children use their senses as they walk bare foot in the sand and choose different textures in the collage activity. They paint freely and make creative pictures. However there are missed opportunities to support children's imagination and creativity through stories, role-play and music.

Children's developmental starting points are identified as staff find out about children's skills and interests through discussion with parents. The planning of activities encompasses the six areas of learning and provides a balanced range of activities and experiences suited to some individual needs. Staff question and challenge children to achieve as much as they can and encourage children to be independent. The teaching interests the children and helps them to be focused, interested and resist distractions. Children play really well and concentrate and play with a purpose. Staff manage children's behaviour well according to their individual levels of understanding. Children's progress is monitored through observations; however they are not sufficiently evaluated to plan for the next steps of learning or focus on individual children's needs.

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

The provision is good.

Children are very well cared for by staff who work well with parents to meet individual needs and ensure that children are fully participating in all aspects. All activities and experiences are suited to the varying ages and stages of the children on roll. The setting has an equal opportunities policy and all staff ensure that children feel a sense of belonging and see pictures, posters and displays linked to everyday situations. Children are learning about diversity as they access a range of resources including books, dressing-up clothes, jigsaws and play people. They celebrate festivals and seasonal activities as they make cards, taste food and make models. Children have full access to the facilities and inclusion is actively planned and monitored through information from parents and the "all about me" profiles.

Children's behaviour is good and they are very well occupied and focus and concentrate during their play. They take turns, share out pieces of equipment and help and support each other during group games. Children are sociable and confident as staff are very positive in their approach and show interest and motivation in children's achievements and activities. Children take on responsibility for their own behaviour and distinguish between right and wrong. For example, no running around, using equipment safely and properly, the use of manners and to be kind to each other.

Partnership with parents in relation to nursery education is satisfactory. They are involved with some of their child's learning as they see the weekly planning and current themes. There is photographic evidence of children playing and learning and there are links to the six areas of learning. Staff share information with parents about their child's development through individual profiles, observations and staff encourage parents to attend open days and parents evenings.

Children really benefit from very positive relationships between their parents and key worker. Staff chat informally to parents on a daily basis and update them on their individual child's routine. Children enjoy taking home their art work to show parents. Parents have access to organisational policies and procedures and a notice board displays the complaint poster, registration certificate and activity plans. There are signed consents from parents for the various activities and procedures. During discussion parents comment on the support and reassurance they receive and that staff are helpful and approachable and that their children are developing and becoming more confident.

Children's social, moral, spiritual and cultural development is fostered. They learn about their community and the wider world as they welcome visitors and participate in cultural themes and festivals. Children take on responsibility for their own behaviour and positively support and respect each other through sharing, turn taking and helping each other to feel settled and secure. They thrive from positive relationships with staff and develop good social skills as they play harmoniously in groups and alongside each other. Children are very confident and have good self-esteem through positive praise and encouragement.

## **Organisation**

The organisation is satisfactory.

Children are protected and safeguarded as they are cared for by experienced and qualified staff who are vetted and suitable to work with young children. Most staff have a level three qualification in child care and are involved in any training to update their knowledge and practice. Staff have been consistent for a number of years and there are systems in place for continued suitability and monitoring of staff.

Children benefit from an environment and practice that is organised to meet varying needs. The areas are creatively organised and there are clear routines in place as children respond to free play sessions, key group time and snack time. Children are supported and staff place themselves at the activities to help the children to achieve and enjoy themselves. Staff work well as a team and know their own designated roles and responsibilities and regular planning meetings and committee meetings are held.

Children's well-being is enhanced through documentation being maintained and up to date. Some policies and procedures are under review following the recent recruitment of a new manager. All regulatory documentation is in place and includes attendance registers, medication details, accident records, staff and children's information. The pre-school team work in partnership with the management committee and the Lancashire teacher team to ensure the safe and efficient management of the provision.

The leadership and management is satisfactory and the manager has some vision to move the setting forward in relation to enhancing the continuous provision on a daily basis. There is acknowledgment of the strengths and weaknesses and there is strong support to address this through the management committee. Staff performance is monitored through appraisal and access to various training programmes. The manager is aware of her roles and responsibilities and aims to maintain a safe and happy environment for all the children and staff.

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 registered provider agreed to devise an induction procedure for all staff, which includes how staff performance will be monitored, to ensure all staff are fully aware of the child protection policy and to ensure consistency of approach to the management of children's behaviour. Any newly appointed staff have an induction period and staff appraisals and training programmes are in place, staff are fully aware of child protection procedures and children's behaviour is well managed and staff work consistently to the behaviour policy. Children's safety, protection and well-being is now enhanced.

### **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 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 that the child protection policy includes procedures to follow should an allegation be made against a staff member or volunteer
- develop sickness procedures in line with current legislation.

## **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):

- provide more opportunities for children to select resources and make choices about what they want to do (also applies to care)
- ensure there are daily opportunities for children to develop their creative and imaginative skills through role play, music and stories
- continue to develop assessment and evaluation procedures in order to plan for individual needs and next steps of learning.

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)