



## Yew Tree Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	301112
<b>Inspection date</b>	05 February 2007
<b>Inspector</b>	Carol Ann Dixon
<b>Setting Address</b>	Yew Tree Community School, Alcester Street, Chadderton, Oldham, OL9 8LE
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<b>Registered person</b>	Yew Tree Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Yew Tree Pre-school has been operating since 1999 within Yew Tree Primary School in Chadderton. The pre-school is open five days a week from 09.00 to 15.30 during term time only, and has permanent use of a classroom and occasional use of the large hall and library. Toilet facilities are available across the corridor and shared with the school infant department. Staff have access to the school staff room. All areas accessed by the children are on the ground floor. There is a large outside area which is safely fenced and offers play on both hard and grassed surfaces.

The pre-school provides care for 24 children aged from two to five years. The pre-school offers the service to local families, who come from multi-cultural backgrounds. Children attend who have English as an additional language.

The pre-school is currently receiving educational funding for 17 three year olds.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are protected from infection as the room is clean and tidy. The staff ensure that tables are wiped before the children eat and the rooms are swept and cleaned as the day progresses. Children learn the importance of personal hygiene as they wash their own hands after using the toilet and before eating. Hygiene procedures are developed and are appropriately followed by the staff. Medication procedures are in place and staff ensure that records are kept to protect children from incorrect dosage administration. Children are protected from cross infection and contamination through staff knowledge and adherence to policy and procedure.

Children remain healthy as the setting provides drinks and snacks for the children at set times throughout the day. However, children are unable to access drinks independently at other times. Snacks provided for the children are fresh and healthy, for example, they are encouraged to taste various fruits, such as apples, bananas and oranges. A juicing activity provides the children with the opportunity to taste liquidised fruit and vegetables. Children with specific dietary needs are catered for and parental requirements are adhered to. Although children are able to pour their own drink at snack time, staff do not encourage children to set the table or give the fruit out to their friends, which limits their independence skills.

Children enjoy physical activities on a daily basis either playing in the outdoor area or indoors where they use the large hall or playroom. The planned activities provide variety and children learn throwing and catching skills, balancing and skipping skills. Children enjoy energetic games and riding tricycles in the outdoor area. They use the new climbing and balancing equipment with increasing skill and show a good awareness of others. This helps ensure their safety and that of others.

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

The provision is satisfactory.

Children are kept safe in welcoming premises where photographs of the children on the walls give them a sense of belonging. The room is maintained at an adequate temperature and is well lit and ventilated and provides a bright environment. Children can move freely and safely. There is a range of suitable toys and equipment, and children play with good quality items that offer them stimulation and challenge. However, there are few resources which are stored at the children's level and this limits opportunities for children to make their own choices and initiate their own activities.

Regular risk assessments ensure that any hazards are identified, noted down and are addressed. However, at the time of the inspection an exposed plug socket within the children's reach presents a potential risk to children's safety. Children learn how to keep themselves safe through discussions within the setting and through regular fire evacuation procedures being practised. Topics about road safety and visits from the fire service also help children's understanding of

safety issues. Children are kept safe due to effective security measures which ensure that children are only collected by named individuals. Children are safeguarded as the staff put the welfare of the child first. There is an appropriate child protection policy, however, this has not been updated in line with the Local Safeguarding Children Board's guidance.

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

The provision is satisfactory.

Children happily greet the staff and each other on arrival. They are relaxed and confident in the secure, caring environment. Children chatter excitedly and converse easily with their friends and with all adults. Adequate settling in procedures are in place and are adapted to each child's individual needs to ensure a smooth transition from home to pre-school. Children feel valued as the staff play on the children's level and listen to what they are saying and respond.

Younger children happily play together. They are developing social skills as they help to tidy up, begin to take turns, share and talk to others. They play happily in the role play area where they use their imaginations and pretend to be 'mother' making the dinner for the babies. They enjoy exploring the properties of water, sand, paint and play dough.

Staff have begun to use the 'Birth to three matters' framework when planning activities for younger children. However, the purpose of some activities is not always clearly recorded, so staff are not able to help the children get the most out of them. This means that staff do not consistently plan the next steps in younger children's development.

### **Nursery Education**

Children enjoy the activities on offer, and concentrate and persevere well to complete tasks. They are learning to be independent in some things, for example, when they choose the activity they will do and help to tidy up. However, their independence is not fostered in other areas of the setting. For example, many resources are inaccessible to children and during snack time children are not encouraged to serve the food or drinks to other children. On occasions, staff do too much for the children, such as preparing cut-out shapes and mixing paints for them in craft activities. This limits children's independence and the opportunity for them to be creative and experiment.

During the session, children have opportunities to develop their language and communication skills. They talk confidently to staff and to each other. They are learning to enjoy reading through looking at books and through story sessions where they shout with enjoyment. There are opportunities for writing in the role play areas and throughout the setting.

Children's speaking and listening skills are developing well, they confidently make valuable contributions to small group discussions and happily listen to each other as they recall activities they have taken part in. Staff ask questions which encourage the children to think. Children are content to work in different-sized groups or by themselves. However, times when the whole group sit together are rather long and lack planning. Younger children begin to fidget and lose interest, and this distracts the others and limits learning for all.

Children practise their early writing skills in role-play situations, such as a hospital and the shop as they write their shopping lists. Most children count confidently to 10 and some beyond, as they count the number of children present at snack time. Some children can recognise and link sounds to letters to spell their name correctly with the support of an adult.

They enjoy calculating when singing songs and are learning to count throughout the day as they line up or tidy toys away. Staff develop the concept of matching shape and colours in various games and activities offered to the children. For example, children enjoy the duck game and patiently wait their turn to participate.

Children explore and investigate their environment as they walk in the wild life garden looking at the changes in nature and the seasons. Children use the laptop with confidence and are developing mouse control.

They develop a satisfactory understanding of bodily awareness. They enjoy physical exercise on a daily basis and also have the opportunity to use tools of varied sizes to develop their manipulation skills. For example, they use pencils, crayons, paintbrushes and scissors of different sizes.

The quality of teaching and learning is satisfactory. Children benefit from the staff's developing knowledge of the Foundation Stage. The support that the setting has received has ensured that the planning is effective and provides balance over each area of learning. Children have a positive attitude and are sufficiently motivated to learn in an inviting play environment. Consequently, children make satisfactory progress in relation to the stepping stones. Children are attentive and responsive to the staff, however, activities are not consistently evaluated and planning does not link to the assessments of children's learning or predict the next steps in development for individual children.

Staff make observations of children's progress and record these in the newly developed assessment portfolios, which also include dated samples of children's work. However, children's starting points are not clearly identified, which makes it difficult to evaluate their rate of progress.

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

The provision is satisfactory.

Children make free choice from all toys. Staff are careful to record children's individual needs and keep communication open with the parents so that the needs of the child can be updated as necessary. Children learn about the wider world through the provision of an appropriate range of toys and resources which depict positive images of race, culture, gender and disability. Children with additional needs are supported and the staff seek advice from parents and external agencies as necessary to ensure that the care that they are offering is appropriate. They begin to appreciate the customs and cultures of others through celebrating festivals and tasting different foods, such as rice and noodles, and practise using chopsticks and trying fortune cookies at Chinese new year.

Children learn in an environment where good behaviour is fostered. Praise, encouragement and developmentally appropriate methods, such as distraction and discussion are used to ensure desirable behaviour. The staff offer good role models of behaviour by being polite and using their manners with the children and each other. Children enjoy the reward schemes used by staff to recognise positive behaviour. For example, children receive stickers, certificates and are able to take home a special toy. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Parents receive adequate information about what the setting is offering to their child. For example, they receive reports on their child's progress and have the opportunity to discuss the progress of their child with their child's key worker. The parents receive verbal feedback each day and they know they can discuss any concerns with staff when necessary. However, they receive limited written information about how the Foundation Stage curriculum is promoted, although this is discussed with parents when their child takes up a place.

### **Organisation**

The organisation is satisfactory.

Children benefit from the satisfactory organisation of the group and the routines, which make them feel secure. The manager uses appropriate induction procedures and ensures that staff are vetted and qualified. Staff are aware of their role within the group and they work together to promote its effective running. Records detail the individual requirements of each child and include relevant consents and contacts. However, records of staff and children's attendances lack the necessary detail required. Basic policies and procedures are in place to promote the safety and well-being of the children present in the group and to help ensure that the care and education offered is appropriate.

Leadership and management is satisfactory. Children benefit from the adequate leadership of the nursery. The manager and staff work together to ensure that children are provided with appropriate care and education. Children are cared for in a positive and supportive environment, which effectively promotes their social and moral development. The provider's commitment to improvement is reflected in the programme for staff training and through the recent reviewing of policies and procedures. However, there are weaknesses in the monitoring of the curriculum and assessment of children's learning. The manager is looking at developing a system to monitor and evaluate staff practice and the success of the educational provision, but this is not yet in place.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

The last care inspection recommended that the staff improve hygiene standards by providing soap in the toilet areas and covering waste bins in the playroom. The provision was also asked to increase the range of resources reflecting positive images of cultural diversity. Some new resources such as jigsaws and small world figures have been purchased to increase children's

awareness of diversity. Children's awareness of health and hygiene is improved as soap is now provided for children to wash their hands and waste bins are covered.

The previous education inspection recommended that more emphasis should be given to increasing opportunities for children to develop balancing and climbing skills. It was also recommended that there should be a review of the ways in which information is shared with parents. Children now enjoy a variety of resources and opportunities for balancing and climbing, both indoors and outdoors, which has enhanced their physical skills. Information is displayed for parents about activity plans and they also have access to development records although more could be done to involve parents in their children's 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 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 children are able to access drinking water at all times
- review routines and activities to ensure opportunities for children to become independent and make choices are maximised
- improve staff's knowledge and understanding of what they expect younger children to gain from the activities and ensure this is clearly identified in the planning

#### **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 monitor and evaluate staff practice and the success of the educational provision

- ensure that children's records identify the next steps in children's learning and use this information to inform future planning
- provide parents with information about the Foundation Stage curriculum and consider ways to involve them in their children's learning

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