



Glascote Heath Pre School

Inspection report for early years provision

Unique Reference Number	EY333908
Inspection date	09 February 2007
Inspector	Jayne Clarke
Setting Address	Glascote Heath Primary School, Silver Link Road, TAMWORTH, Staffordshire, B77 2EA
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Registered person	Glascote Heath 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?

Glascote Heath Pre-school is run by a committee. It opened in 2006 and is located in Tamworth, Staffordshire. The nursery operates from a mobile classroom unit. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each week day from 09:00 until 15:00 for 36 weeks of the year. Children are able to attend morning and afternoon sessions including the lunch club. All children share access to a secure enclosed outdoor play area.

There are currently 47 children from two years to under five years on roll. Of these, 24 children receive funding for early education. Children come from the local and surrounding areas.

The pre-school currently supports children with learning difficulties and disabilities.

The pre-school employs four members of staff, three of whom hold appropriate early years qualifications. One member of staff is working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance. The setting receives support from the local authority early years unit.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners follow current and appropriate environmental health and hygiene guidelines, policies and procedures, staff use anti-bacterial cleaning products to ensure that toys, equipment, premises and food preparation surfaces are clean and well maintained. Good arrangements are in place for the care and exclusion of children who become poorly or have infectious illnesses, up to date information is kept about notifiable diseases, this prevents the spread of infection. Children follow good personal hygiene routines, they know that they have to wash their hands before snack time and after visiting the toilet which helps them to keep themselves clean. Children are well nourished, individual information about allergies is kept so that children have their health and dietary needs met. They enjoy 'free flow' snack time which enables children to independently select healthy options such as fruit and vegetable snacks and milk or water to drink, they know that 'crunchy carrots', vegetables and milk drinks make you 'big and strong', they often take part in projects to prepare food such as 'healthy soup' which promote children's good health and nutrition.

Children enjoy physical activity both indoors and out so that they benefit from regular fresh air and exercise, they move confidently, imaginatively & safely, with increasing control & co-ordination using a range of small and large equipment to climb and balance, to cycle and push along wheeled toys. They use a variety of tools and materials in their creative and physical play which helps them to develop small and large muscle growth. Children demonstrate their ability to hop, skip, crouch and tiptoe around, they take part enthusiastically in exercises and games which help them to stretch, bend, jump out wide and move from side to side. They are beginning to understand the effects of physical exercise on their bodies as they feel how their heart beats faster and talk about being 'hot' and 'keeping warm', Children who lack confidence are effectively supported to enable them to take an active part in physical play and become increasingly independent.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. Staff are vigilant about safety procedures to ensure that children are well supervised at all times and that visitors to the premises are monitored. Daily risk assessments ensure that children play with a suitable range of toys and equipment which are appropriate to their age and stage of development and which conform to safety standards. Children understand simple safety rules such as 'no running indoors' to keep themselves and others safe and to prevent accidental injury. All children take part in fire safety procedures so that they know how to leave the

building in an emergency. Good procedures are in place to keep children safe on outings and for their safe arrival and collection from the nursery, procedures for lost or uncollected children are documented and known by all staff which further promotes children's safety. Children are protected from harm and neglect because staff fully understand their role in safeguarding children, designated staff take responsibility for children's safety and well-being procedures. All staff have attended training, policies are regularly discussed to ensure that staff are able to put all safeguarding children and allegations procedures into practice when necessary. This ensures that children are cared for by adults who have relevant experience, knowledge and skills.

Helping children achieve well and enjoy what they do

The provision is good.

Children are actively engaged in a broad range of planned activities and spontaneous events which support their development and learning. They talk with enthusiasm about winter events such as the snowy weather, how to build a snowman and make snowballs, they delight in outdoor activities to explore the touch, feel and taste of the snow, they have fun 'crunching their feet' in the snow and taking turns on the sledge. They link what they see and learn to compare warm and cold places, consider the types of clothes to wear which will keep them warm and discover how different animals live such as Polar Bears. Children demonstrate their newly developed knowledge and skills in their imaginative and creative play as they dress the dolly in warm clothes because it is 'cold outside' and learn how to roll play dough balls in their hands to make a snowman model. This helps children to develop confidence and become competent learners. Adults are interested in what children do and say and join in with their role play games to take care of the 'baby' with a 'poorly head' until his 'mummy comes to make him feel better'. This helps children to gain self-esteem and show concern for others, their confidence is further enhanced as they begin to take responsibility for selecting different materials in their creative play to paint, make models and create collage pictures and to serve themselves to snacks and drinks. They handle small tools with increasing confidence as they cut carefully with scissors 'because they are dangerous', they use shape cutters, print and pressing machines to make dough shapes. Children gain independence as they dress themselves with some success, pour drinks from a water jug and choose a variety of containers to use in the water and sand play. This helps children to make good progress in their learning, leisure and personal development.

Nursery education.

The quality of teaching and learning is good. Staff are knowledgeable about the 'Foundation Stage curriculum' and use it well to plan a broad and balanced range of activities and experiences across the six areas of learning, consequently children remain interested in what they do, behave well and are able to concentrate and make choices and decisions about what and who they want to play with, for example, they seek out friends to take part in role play games in the home corner, understand safety rules and show enthusiasm and interest in musical activities and mathematical games. They are confident to select resources to support their child choice activities with the cars, road track and construction toys, they enjoy small and large group activities which help them to talk about what they do at pre-school, to practice new skills such

as cutting with scissors and move their bodies with increasing control. Staff interact with children well to develop their natural curiosity about how things work, how they feel and the wider world, they ask some questions which help children to talk about what they are doing, although challenges for children to develop their language for thinking and speaking are sometimes limited. Rooms are well organised and offer a stimulating environment with a wide range of resources to promote children's learning. Detailed and informative assessment methods are used effectively to inform future planning and to identify children's achievements linked to the 'stepping stones', but do not always clearly identify children's starting point and evaluate the next steps in each child's learning in order to extend their knowledge and skills taking into account their age, capability and individual needs.

Children are making good progress towards the early learning goals, they feel secure and form good relationships with adults and each other which helps them to become confident learners and develop respect for people's differences and similarities. They have many opportunities to develop their writing and reading skills in their everyday routines and activities, indoors and outside, they use pencils, crayons and craft materials such as 'gloop', paint and shaving foam to practise their emergent writing and take pleasure in reading stories with an adult or looking at pictures by themselves, they are beginning to understand that print carries meaning and can identify letters in their name. Children show an interest in numbers and can count the number of dots on a dice, they match them with confidence and sometimes with support, to corresponding pictures to 'dress a snowman'. They take part in 'compare bear' number games which help them to estimate how many less and more and are introduced to shapes in the environment, they hear words to describe position as they seek the hidden monkey pen from 'under', 'behind' and 'inside' a book. Sensory activities, using a wide range of textiles and materials such as cotton, wool, wood and metal help children to explore and investigate differences in texture and patterns and use 'found' materials to make and design different models. Children show interest in technology equipment such as the tape recorder and computer and know how to handle the mouse to make it work, they use everyday technology such as the telephone and cash till in their imaginative play to recreate what they know and understand, which helps them to make sense of their world.

Helping children make a positive contribution

The provision is good.

Children develop good awareness of cultural diversity, resources are used effectively to promote positive images of people from different cultural backgrounds and abilities. Posters are displayed around the setting and there are books, persona dolls and small world equipment accessible to children which helps them to develop their understanding of others. Different festivals are celebrated throughout the year, such as Diwali and Chinese New Year so that children learn about the beliefs and traditions of others. This helps children to develop their knowledge of the wider world. Support for children with learning difficulties is good, staff attend training, have designated roles and responsibilities and clear systems in place to ensure children's individual needs are met. Staff clearly understand their role in working in partnership with parents and relevant organisations to provide appropriate care and support which promotes an inclusive service for all children.

Methods used to manage behaviour are good. Children benefit from the clear and consistent boundaries set by staff, consequently children behave well and respond positively to the staff. Children understand 'golden rules' which encourage them to be 'kind and friendly', 'sensible and helpful' and which help them to learn about the safety and care of themselves and others, however there are few opportunities for children to develop their own 'rules' which limits possibilities for children to take personal responsibility for their own behaviour. Children play well together and form strong and trusting relationships with adults and each other. Children develop a high level of self-esteem through the positive praise and encouragement they receive, they show kindness and consideration for others and demonstrate what they have learned in their imaginative play, consequently children's spiritual, moral, social and cultural development is fostered.

Relationships with parents are positive and friendly. Each parent receives a welcome pack which informs them of the routines and operation of the group. Photographs and information are attractively displayed in the entrance hall to keep them up to date with policies and procedures and so that they can see their child's involvement in activities. There is a clear complaints procedure in place and staff fully understand their role in keeping a record of complaints. Children's individual needs are fully discussed with parents when they start at the pre-school, although initial information is not always obtained about each child's interests and abilities, this limits the opportunities for parents to share their child's starting points for care, teaching and learning. Daily discussion keeps parents informed of their child's well-being. This helps children to settle and ensures their needs are met.

The partnership with parents and carers of funded children is good. They receive interesting information about the educational programme provided. Parent's views are sought through regular discussion and they are encouraged to be involved in the committee. Children are encouraged to take reading books home to share with their parents. This enables parents to be actively involved in the organisation of the pre-school and support their own child's learning.

Organisation

The organisation is good.

The organisation of the day care effectively promotes positive outcomes for children. Good procedures are in place for the recruitment and vetting of all adults to ensure that children are protected and cared for by staff with appropriate knowledge and experience of childcare and development. Staff have a high regard for children's well-being, good levels of supervision positively supports children's care, learning and play. Staff are committed to improving and developing their practice and attend many training courses to advance their knowledge and skills. Space and resources are effectively organised which contributes to children's good health, safety and enjoyment and which fosters children's developing independence. All required documentation is well maintained to ensure that children's attendance is accurately recorded, their individual needs are met and parents wishes are respected. This contributes to continuity of care.

The leadership and management of the setting is good. The manager is an active and involved leader of the nursery who is committed to the development and improvement of the service provided with a strong focus on the personal development and achievement of all children.

She has good knowledge of the 'Foundation Stage curriculum' and works closely with other agencies and organisations to make good use of the training and support offered in order to provide funded nursery education which is accessible to all children. Effective assessment methods monitor the progress of funded children towards the early learning goals, although these do not always clearly identify children's starting points, or fully evaluate their progress to the next steps in their learning which potentially impacts on their further development and progress. Staff are supported well in their professional development, they attend regular training events to keep up to date with current childcare related information and understand their roles and responsibilities in developing children's learning. However, they sometimes miss opportunities to ask sufficiently challenging questions to encourage children to think and speak for themselves, this limits children's ability to continue to demonstrate what they know and understand, take part in activities which provide additional challenge and to extend their learning. The manager and senior staff continually monitor and assess the quality of the provision through effective staff appraisal, regular review of policies and monitoring visits by the early years co-ordinator in order to improve the quality of children's care and learning. Parents receive useful information about the curriculum and are well informed about their child's progress and achievements which helps them to understand how their children learn, but have limited opportunity to contribute what they know about their child's interests and development at the onset of pre-school in order that children's care and learning is fully enhanced. Parents are welcomed into the setting which helps children to feel settled and secure.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration 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):

- consider how to develop and extend opportunities for children to take responsibility for behaviour 'rules'

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):

- improve challenges for children which help them to develop their language for thinking and speaking
- continue to develop and extend assessment methods to clearly identify children's starting points and progress to the next steps in their learning
- improve opportunities for parents to contribute to their child's initial assessments so that each child's familiar experiences, interests and needs can be used as starting points for their care, teaching and learning (also applies to care)

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