

Manifold Pre-School

Inspection report for early years provision

Unique Reference Number	218188
Inspection date	18 April 2007
Inspector	Jennie Lenton
Setting Address	Manifold Primary School, Leek Road, Warslow, Buxton, Derbyshire, SK17 0JR
Telephone number	01298 84320
E-mail	
Registered person	Manifold Pre-School Committee
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Manifold Pre-School opened in 1989. It operates from a designated room with its own toilet facilities and outdoor play area, within Manifold Primary School, Warslow. The pre-school serves the local area. There are currently 14 children aged from two years to four years on roll. This includes seven funded three-year-olds. Children attend for a variety of sessions. The setting welcomes children with learning difficulties and physical disabilities.

The pre-school opens three days a week during school term time. Sessions are from 09:10 until 12:00, Monday, Wednesday and Thursday. A lunch club operates on the same days from 12:00 until 13:00. There are four members of staff who work with the children. The manager is NNEB qualified and all other staff are currently working towards recognised early years qualifications to NVQ levels 2 or 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected from cross-infection as the setting has effective procedures and policies in place. Good standards of hygiene and cleanliness are maintained as the staff carry out comprehensive daily checks. Therefore, children access a setting which is clean and fit for purpose. Staff further promote good health by wiping down surfaces with anti-bacterial spray and handling food appropriately. Children learn to keep themselves healthy as they follow well-established routines. They learn about the importance of 'getting rid of germs' as they consistently wash their hands before snack time and after visiting the toilet. They also use disposable paper towels which reduces the potential for germs to spread. There is a comprehensive exclusion policy for ill or infectious children and any child who becomes ill at the setting is appropriately cared for while they wait for a parent to collect them from the premises. This ensures that the good health of all children is maintained.

Staff ensure that children are promptly and appropriately cared for should they have an accident or if medication is required. Three members of staff are first aid qualified. They seek to ensure that parents sign to give consent for medication to be administered and to acknowledge the dose given. Accidents are also fully recorded and shared so that children receive care across settings.

Children are well nourished as they are provided with healthy snacks such as a selection of fruit. They enjoy sitting together companionably as they eat blueberries, banana and apple segments. Children choose between milk and water at snack times. They do not have independent access to fresh water throughout the day, although they can ask staff for a drink. This means that children cannot choose to meet their individual needs. All dietary and health requirements are discussed and recorded on children's individual files. This helps to ensure children remain healthy.

A healthy lifestyle is further promoted as children have regular opportunities for physical exercise. They have a purpose-built outside area attached to the pre-school room and also benefit from the school grounds during good weather. Children engage in challenging active play as they run, jump and balance on a wide variety of equipment. They learn to negotiate space with increasing confidence as they pedal tricycles enthusiastically around the playground, improving their skill as they follow wiggly lines and move around objects. They also develop good manipulative skills as they use pencils, crayons and paintbrushes with increasing accuracy. Their physical development is, therefore, successfully promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and welcoming environment where risks to them are limited through good safety and security procedures. All exterior doors are securely locked enabling staff to monitor access to the pre-school room at all times. The setting also benefits from the school's security system whereby visitors are only able to enter if 'buzzed' through by a staff member. Children are therefore successfully protected from uninvited visitors and from leaving unaccompanied. Risk assessments are completed regularly and daily safety checks are made. All indoor and outdoor areas are effectively maintained. Barriers are used to block off any areas that may present a risk. For example, access to the kitchen area is restricted and during outside

play children are prevented from leaving their adjoining play area by the well-maintained fence and gate. When using the school's playground and field, staff ensure that children remain safe by their constant vigilance and high level of supervision.

Children use a wide range of safe, good quality resources. They are able to choose from the broad range of activities set out by staff each day. As children play, staff set clear boundaries for them to ensure their safety. Children respond positively as the staff clearly explain why they must follow rules. Children know that they need to consider each other as they use the climbing equipment or go down the steps and so respond positively to instruction to wait their turn. As a result, children are learning to take responsibility for keeping themselves and each other safe. Practical activities also promote children's understanding of safety. The setting regularly practises their clear and thorough evacuation procedure. This helps children learn how to follow instruction quickly and calmly which helps to ensure their safety in the event of an emergency.

The good knowledge demonstrated by staff in relation to child protection procedures helps to ensure that children are protected from harm and neglect. Staff members fully understand the correct procedures to follow and have a clear understanding of signs and symptoms that may indicate abuse. They are confident about their role and responsibilities in prioritising children's welfare. The comprehensive child protection policy is shared with parents and is regularly reviewed. This ensures that any concerns can be promptly shared and passed on to the correct authorities. This safeguards children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and happy at the setting. They have warm relationships with each other and with the staff. This is a result of the commitment staff make to ensure children are settled and welcomed. Children are treated with respect and their contributions to the setting are valued. Their work is displayed around the room and they are encouraged to share their home life with the setting. For example, they talk about their families and what they have been doing at weekends and holidays. There are plenty of opportunities for children to snuggle up with staff as they read stories or play alongside the children. As a result, children are relaxed and comfortable as they develop a positive sense of belonging.

Children enjoy a good range of stimulating experiences that encourage their intellectual and creative development. Their preferences are respected as they move freely around the setting to access resources. For example, they enjoy dressing up as favourite characters such as princesses or playing with the sand and water. Other children are immersed in role play as they act out cooking in the home area or play at being 'grown ups'. Quieter activities such as reading, crafts and jigsaws are also enjoyed. Staff encourage all children to be actively engaged and language skills are effectively developed as staff talk to them about their activities. As a result children's social skills are developing well.

Children learn right from wrong as positive actions are praised and encouraged. For instance, as they look out for each other on the play equipment and steps, staff thank them for being kind and tell them that they are 'wonderful'. Children are also encouraged to behave well during the session through the use of positive reward. As they sit nicely, staff take notice and reinforce their efforts by acknowledging their good behaviour and letting them leave first for outside play. Consequently, children have good levels of self-esteem.

Nursery Education.

The quality of teaching and learning is satisfactory. Appropriate planning ensures that all areas of learning are covered. In particular, children's personal, social and emotional development is well promoted as staff provide ample opportunities for children to engage in meaningful interaction. Similarly, children's knowledge and understanding of the world is effectively encouraged through a range of planned and unplanned activities. For example, staff use spontaneous events such as finding a spider to enhance children's sense of wonder. Planning takes account of children's starting points and there are systems in place to evaluate children's progress and achievements. These systems are not fully developed however, and children's next steps are not always clearly identified. As a result, children's progress is not consistently extended.

Staff are developing their understanding of the Foundation Stage. They are clear about the areas of learning and are skilled at engaging and encouraging children in educational play. They use suitable methods to maintain children's interest, sitting with them, asking questions and extending their learning in most areas. They successfully include all children either in groups or on an individual basis. This ensures that more reserved children are equally well supported. Good relationships are built with the children as a result of staff's sensitivity to different learning styles. Knowledge about the stepping stones and the stages of development are less well developed. Therefore, staff's understanding of individual children's level of attainment is sometimes incomplete. This impacts on how they can help children achieve their full potential. Accordingly, not all staff consistently provide enough challenge. In particular, opportunities for children to extend their problem-solving skills through daily routines are sometimes missed. Similarly, early handwriting skills are not effectively promoted. This hinders children's progress.

Children's attitude to learning is good. They concentrate well as they build towers or spend time playing imaginatively with the home corner. Children behave well and respond positively to the boundaries set. Their self-help skills are developing as they wash their hands before their lunch and put on their coats before outside play. They have a developing awareness of their own needs and increasingly learn how to meet them. Children's language skills are sound. They speak clearly and are confident, discussing their home experiences during registration time. They interact well, taking turns in conversation as they enjoy using language creatively while role playing 'princesses'. They show skill as they use different speeds and tone of voice during song time. Children link sounds to letters and most know what letter their name begins with. They are familiar with seeing their names and other words in print as the setting uses clear labelling in most areas. This helps children develop early reading skills. Opportunities for children to use pencils and crayons are available and children mark-make with increasing control.

Children understand and use numbers in everyday routines. Some count up to ten confidently and most are able to match number to object and recognise different shapes. They use some mathematical language such as 'more' or 'less' as they compare the size of the towers they build or count how many divers there are in the water play area. Children have plentiful opportunities to investigate objects and find out about their surroundings. They enjoy spacious outside play and explore with fascination the natural resources that they find. For example, they compare the feel of bark to freshly mown grass and enthuse about the spider they find on the climbing frame. As a result, children's knowledge and understanding of the world is effectively extended.

Children develop their fine manipulative skills well. They use one-handed tools competently and show increasing control as they paint pots and plant seeds. Children play outside regularly

having lots of fun as they run, jump and climb. Their creativity is valued as they use their imagination in play. They express themselves freely through art and as they dress up and play in the home corner.

Helping children make a positive contribution

The provision is good.

All children are treated with equal concern as the setting works well with parents to ensure children's needs are met. Individual records are sufficiently detailed to maintain the welfare of all children. For example, detailing the support individual children require with toileting needs. The resources at the setting also positively reflect individuality. Children are encouraged to talk about their own home life. This helps children feel accepted. There is also a fair range of posters and resources which reflect different cultures, disabilities and ethnicities. For example a recumbent tricycle is available and children of all abilities are encouraged to try using this. This enables children to develop a positive attitude towards diversity and the wider community.

Children have good opportunities to develop their social skills as they are encouraged to play together harmoniously. They generally behave well and show respect to each other and their surroundings. Staff successfully manage behaviour in a way that promotes children's self-esteem. As a result, children show consideration for others' feelings. Children's spiritual, moral, social and cultural development is fostered.

Children generally receive consistency of care as the setting has in place good systems for communicating regularly with parents. Parents are able to look through the policies and practices that relate to the setting. They also have the opportunity to communicate on a daily basis at arrival and collection times. This ensures that any changes or concerns relating to the children can be quickly responded to. A monthly newsletter is also provided, detailing planned activities. This actively encourages parents to be involved in their children's care.

The setting supports children with learning difficulties or physical disabilities. There is an identified member of staff who has received training and is able to access additional support from outside agencies if needed. All staff fully understand the need to work in partnership with parents to ensure any specific needs are met. As a result, children with additional needs are helped to progress and work towards their individual goals.

The partnership with parents and carers of children in receipt of funding for early education is satisfactory. Parents receive basic information on the Foundation Stage and are encouraged to access their children's records. They are not provided with written information or ideas about how to extend their children's learning at home. As a result, opportunities for parents to further develop children's understanding are sometimes missed. However, there are systems in place to share details of children's progress and achievements.

Organisation

The organisation is good.

There is a good understanding of the National Standards and staff are dedicated to providing quality care. Good organisation and accurate record keeping ensures that children receive a high level of supervision as ratios are consistently maintained. There is a positive approach to training and staff are supported as they increase their knowledge and understanding. Children benefit as new ideas and techniques are shared and positively impact on the setting. Recruitment procedures are effective and ensure that all staff are appropriately vetted. This effectively

promotes the welfare of children. There are formal procedures to assess the ongoing suitability of staff. However, these are not fully developed to include lifestyle issues. Potentially, this compromises children's safety as staff are not routinely asked about any significant changes in their circumstances.

The leadership and management of children in receipt of funding for early education is satisfactory. Appropriate guidance is given to ensure that staff are clear in their roles and feel supported as they develop. The new management team has made considerable changes to the running of the setting to lead it forward. These have been positive and as a result the setting is developing. At present, the systems for evaluating and refining procedures are not yet vigorous enough to identify all areas for improvement and not all staff are fully involved with the delivery and assessment of children's learning. Therefore, not all staff are currently equipped to extend children to their full ability.

There is a clear vision for the setting and a commitment to further progression, especially in the area of staff training. All required documentation is of a high standard and is available for inspection. It is stored appropriately with due regard for confidentiality. All information is accurately recorded. This helps to safeguard children. The good organisation of time and resources enhances children's experience. The clear routines help children to feel secure and settled and, as a consequence, they are happy and content. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the pre-school was required to: ensure that daily attendance registers for children and staff include times of arrival and departure; ensure that the complaint procedures available to parents includes Ofsted's contact details, and request written permission from parents for the seeking of emergency medical advice or treatment.

The registers are well maintained and include times of arrival and departure. These indicate that children receive a high level of supervision as staff to child ratios are consistently maintained. The complaints procedure is clear and comprehensive and includes all relevant detail. This helps to ensure that any concerns are effectively and efficiently dealt with. Children benefit as the quality of their care is considered and prioritised. The pre-school has implemented consent forms to collect parental permission for emergency advice or treatment to be sought. These have been appropriately filled in and are stored in children's individual records. This enables them to receive prompt care should this be necessary. As a result of the actions taken, the setting has improved outcomes for children.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to Standard 1: Suitable Person. The complaint related to concerns that the setting was running without a qualified manager. Ofsted carried out an investigation on 17th July 2006. Ofsted asked the provider to: ensure that a person in charge was appointed with appropriate qualifications of a level 3 NVQ or equivalent; ensure that at least half the staff hold a level 2 NVQ qualification; ensure that committee members and staff are knowledgeable with regard to the National Standards, and ensure that Ofsted are informed of any significant changes. The provider has complied with all these requirements. There is a new management team in place and the setting is running in accordance with the National Standards. The provider therefore remains qualified for registration. The provider has made a record of the complaint in their complaint record.

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.

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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):

- further develop systems to ensure staff's ongoing suitability, with particular regard to changes in lifestyle
- ensure that fresh drinking water is available at all times.

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):

- increase staff's knowledge of the foundation stage and their role in planning, observation and assessment
- increase opportunities for children to develop early handwriting and problem solving skills
- further develop the planning to ensure that account is taken of children's next steps
- further develop systems for the exchange of information with parents to include the foundation stage.

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