



Delph Pre-School

Inspection report for early years provision

Unique Reference Number	300976
Inspection date	14 March 2007
Inspector	Carol Ann Dixon
Setting Address	Delph CP School, Denshaw Road, Delph, Oldham, Lancashire, OL3 5HN
Telephone number	01457 874 400
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Registered person	Delph Pre-School
Type of inspection	Integrated
Type of care	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.

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?

Delph Pre-school opened in 1997, and operates from a classroom within Delph Primary school, which is situated in Delph village, Saddleworth, Oldham. A maximum of 18 children may attend the pre-school at any one time. The setting is open every weekday morning during term-time and Wednesday and Thursday afternoons. Morning sessions run from 09:00 to 11:45 and afternoon sessions from 13:00 until 15:30. All children share access to a secure enclosed outdoor play area.

There are currently 34 children aged from two to under five years on roll, of these 24 children receive funding for nursery education. Children come from the local villages and surrounding areas. The pre-school currently supports a number of children with additional needs.

The setting is managed by a committee and employs five staff. Four of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in a healthy and hygienic environment. Staff employ thorough routines and procedures to ensure all areas are clean and hygienically maintained at all times ensuring children are kept healthy. Children understand the need to wash their hands after certain activities. For example, after visiting the toilet, before handling food and after craft activities. They undertake these tasks without prompting, but with staff support due to the nature of the building. Children learn about keeping themselves healthy and caring for others through themes such as 'People Who Help Us'. For example, a visit from the dentist helps children to understand about the impact of food on their teeth. A detailed sick child policy and procedure ensures parents and carers are kept fully aware of the group's responsibilities and that children are cared for sensitively and free from infection. All staff are first aid trained to enable them to deal appropriately with any emergency.

Children's physical development is extremely well provided for. They have daily access to an extensive range of physical play activities and benefit from outdoor play on most days. Excellent use is made of the school hall to provide physical activities, which enable children to develop their skills extremely well. Children develop confidence when using the variety of equipment offered, staff are able to skilfully balance the supervision of children with the need to allow children to take risks and develop skills, such as climbing and using balancing equipment. Children develop competent small physical skills through access to an extensive range of equipment and activities. They competently use scissors, a computer keyboard and mouse, a variety of craft materials, writing materials and join together pieces when using the wide variety of construction equipment.

Children enjoy healthy snacks and drinks. The setting has obtained a healthy eating award. Snack times are relaxed social occasions where children and staff sit together around the tables to enjoy their food and each others company. They learn the importance of healthy eating at snack time as they are involved in looking at and tasting different fruits and vegetables. For example, children learn about the growth of vegetables, they peel, chop and prepare these to make a warming soup which they then enjoy eating. Drinks are available to children at all times and staff discuss with children the importance of accessing drinking water regularly throughout the session. Staff are vigilant about offering children extra drinks during hot weather or when children are feeling a little unwell, further promoting children's very good health and overall development.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a carefully planned and organised environment, which is conducive to their effective learning and development. The room is well set out and prepared prior to the

children's arrival offering them access to varied activities and play opportunities, which are supported by a good range of resources and equipment. They are involved in physical activities, craft activities, specific pre-school activities and free play opportunities, with time for large and small group work. Children are highly motivated, excited and eager to participate as they arrive, which is as a result of welcoming staff at this time of day and the provision of stimulating experiences.

Children have access to a wide range of resources which support an excellent programme of themes and activities. Equipment is checked regularly for safety and hygiene, ensuring children are safe at all times. Children are independent as they make choices and self select toys and equipment from those on offer. Detailed risk assessments are in place for the premises and also for any outings, to identify potential hazards and minimise risks for children.

Children are cared for within a safe environment as staff employ rigorous safety policies and procedures to ensure children's safety at all times. Staff are extremely diligent in their care of children and the provision of a safe environment through the use of suitable safety equipment, high staff ratios and effective supervision. Children learn to keep themselves safe through discussion with staff, for example, they understand the importance of not running indoors and using toys and equipment safely. Fire evacuation procedures have been regularly practised to promote children's understanding of safe evacuation in the event of an emergency. Planned activities have helped to enhance children's awareness of road safety issues. For example, the local lollipop man visited the setting to talk to the children about crossing the road safely and a zebra crossing was made for children to practise road safety skills.

Children's welfare is given a high priority because staff have a very clear understanding and awareness of the procedures to be followed regarding child protection. Staff are very clear about their role within this area, there is an identified member of staff with responsibility for child protection issues. This staff member and several other staff have undertaken child protection training. Children are safe at all times as a result of comprehensive and detailed written policies and procedures which are known to staff. These policies and procedures are accessible to staff, parents and carers at all times. Staff very clearly understand their responsibility in maintaining a safe environment for all children.

Helping children achieve well and enjoy what they do

The provision is good.

All children access and benefit from the wide range of activities and opportunities which promote their good learning and overall development. Qualified and experienced staff use the 'Curriculum guidance for the Foundation Stage and 'Birth to three matters' extremely well to provide high quality care and education. Children's learning is very well supported by a highly skilled and motivated staff team. High staff ratios ensure children are supervised and supported effectively. Children's learning is enhanced by an extensive range of resources and play experiences. Ongoing assessments, which include photographs and observations of children, are effectively used to inform planning.

All children arrive excited and enthusiastic and immediately settle to their choice of activity. Children benefit greatly from the excellent staff communication and interaction. Staff actively

engage with children and as a result children are engrossed in purposeful and challenging activities and are becoming competent learners. They become engrossed in sensory play with different materials, such as sand, spaghetti and pulses, and are able to use different tools to assist them to explore the texture and properties of these.

Children are regularly praised and encouraged, and are reminded of simple expectations and boundaries, this means that they are increasingly able to manage their own behaviour. They take turns at being the shopkeeper or customer in the greengrocer's shop. Their imagination is captivated as they use their shopping lists and money to make their purchases and take their produce into the home corner to make a meal. Children's self esteem is well nurtured, they respond very well to being a 'special helper' as they go to collect the required number of milk cartons for snack time.

Nursery Education

The quality of teaching and learning is good. Children are effectively challenged and actively engaged in an extensive range of stimulating and exciting activities and experiences. Children access a wide range of excellent resources which support their learning and development across all areas of learning. All children arrive happy and confident, showing an eagerness to learn and try the new experiences offered to them. They listen intently to stories and sit quietly and listen to others as they speak. All children use marks readily to represent their ideas, make marks or to write their names and other words. Older children are adept at writing their own names and other words connected to the current theme. For example, they record in a diary the growth of the seeds they have planted. One child wrote her name five times on a white board without referring to her name card.

Through highly effective staff interaction, children are developing good language skills and are becoming skilful and confident communicators using a well developed vocabulary. Children have conversations with one another discussing what they have done at home. They describe their faces to each other as part of a planned activity using a mirror to look at facial features. All adults working with the children give clear and suitable responses to their questions. Children are encouraged to understand that print carries meaning, as excellent use is made of writing and text within the environment. They love joining in with familiar stories and can predict what will happen next when the staff member questions them.

Children show care and concern for one another. Children's behaviour is very good, they are polite, well mannered and show an interest in the activities and opportunities offered to them. They are inquisitive and interested in new experiences. Children gain confidence in using numbers in their play and respond enthusiastically to challenges to extend their mathematical vocabulary and skills in planned activities and daily routines. For example, they count the number of children each day so they know how many milk cartons are needed for their morning snack time. Children are involved in developing their understanding of mathematical concepts such as symmetry, sequencing, pattern making and consider questions such as 'how many more', 'next to', through a variety of planned activities.

Children's physical skills are very well provided for with access to a range of equipment to aid the development of large and small physical skills. They show great skill in their large physical

movements, which is enhanced through access to a wide range of equipment and activities. They competently climb, balance, change direction and speed when playing outdoors. Children develop very good small manipulative skills as they are involved in a variety of craft and construction activities. Children's imagination is developing very well through access to a range of good resources. Children access role play areas, which are regularly changed to encourage the development of their imagination. Children access a wide and varied range of creative resources and produce interesting and unique pieces of art and craft work. For example, they produce very accurate observational paintings of the runner beans they have planted. Children are engaged in a range of themes and activities that enable them to look at the wider world and the world they live in. Visits from the fire service to the setting engage the children in a theme about 'People who help us'. Children are involved in early science and have regular access to water and sand play using different toys and implements. Children competently use a variety of technological equipment and enjoy using a digital camera to record their work.

Activities are very well planned and involve the children in a range of interesting and stimulating activities across all areas of learning. Long, medium and short terms plans, plus themes and activities, are evaluated and discussed at staff meetings. Staff continually observe, monitor and record children's achievements and use these well to plan experiences that help children take the next steps in their learning. However, parents are not involved in their child's initial assessment to ensure that the child's prior experience and knowledge can continue to be built upon.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and play a full part in the setting because staff value and respect their individuality and the family context for each child. Children develop a sense of belonging as they hang their coats on their individual coat pegs and see a wealth of their artwork and photographs attractively displayed throughout the setting. Children have access to a rich and varied range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. They have extensive opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the setting and outings to local places of interest. They share exchange visits to a setting where the children are predominantly from another ethnic culture. Children take part in the celebration of festivals such as Chinese New year when they try food tasting and using chopsticks. This positive approach fosters children's spiritual, moral, social and cultural development well.

Staff work very effectively with parents, carers and other agencies to ensure that children who have additional needs are appropriately cared for, and given support to enable them to participate fully in all activities. There is a named member of staff who co-ordinates the sharing of information to enable staff to meet children's individual needs and monitor their ongoing progress. All of the children throughout the nursery have learned basic sign language and sign and say 'good morning' to each other at registration time.

Behaviour is of a consistently high standard. Staff support younger children in sharing, turn taking and showing how being kind to others prevents children from being hurt. Children receive lots of positive praise and encouragement for their efforts and achievements, aiding the

development of their self confidence and self-esteem. Staff are excellent role models, showing respect and consideration for children and each other. When children are attempting to understand right from wrong, staff are sensitive to children's feelings. As a result, children are spontaneously kind and caring to each other and their behaviour is exemplary. Children love to help to sweep the sand and tidy away equipment, especially when this is acknowledged with a sticker which they proudly show to others.

Partnership with parents is good. An excellent partnership with parents contributes significantly to children's well-being in the setting. Children's care is significantly enhanced by the sharing of relevant information between parents and staff about their child's interests, achievements and learning. The setting's prospectus and discussions with staff provide parents with detailed information about the Foundation Stage and how this is used to support their child's learning in the pre-school. Parents are actively encouraged to be involved in their children's learning and contribute items for topic work, 'letter of the week' and willingly involve themselves in the setting's book loan system. Parents' evenings and open days provide planned opportunities for parents to share and contribute to their child's development records. Discussions undertaken with parents during the inspection indicate that they are well-informed about their child's activities at the setting and the progress their child has made.

Organisation

The organisation is good.

The quality of leadership and management is good. Children's care is significantly enhanced by the quality of organisation and the manager's clear sighted educational vision, which is founded in an in-depth understanding of the needs of young children. The commitment and overall ethos of the setting promotes an inclusive environment in which every child matters. Regular staff meetings and very good staff training effectively supports the professional development of the staff. All staff are committed to ongoing training and development. There are high staffing levels in place, which contributes significantly to children's care and development. However, systems are not well developed to evaluate and monitor individual staff performance.

All policies and procedures are individual to the setting, robust and fully support the good practice and knowledge of highly skilled staff. The premises are well organised. Indoor and outdoor space is laid out to provide children with realistic and challenging play opportunities. Parents are valued, and the good systems in place to share information contribute to the children's confidence and well-being. Records detail the individual requirements for each child and include relevant consents and contacts. However, records of children's attendances lack the necessary detail required.

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

Improvements since the last inspection

Since the last inspection, the setting has improved the outcome for children in terms of being healthy, by ensuring that children's records have been updated to include the relevant parental consents, and a record of existing injuries is maintained. Outcomes for children in terms of

positive contribution have improved through the amending of the pre-school's complaints procedure. The organisation of the setting has been improved by ensuring that notifications to Ofsted are clearly identified and followed through. Improved access to dressing up clothes has ensured that children's enjoying and achieving is enhanced whilst at the setting

The previous nursery education inspection recommended that the pre-school should consider the provision of print in the home corner. This has been addressed and helps children to understand that print carries meaning.

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.

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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):

- ensure that records of children's attendances are appropriately detailed.

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):

- consider how parents can be involved in their child's initial assessment
- develop a system to monitor and evaluate individual staff performance

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