

# Tweedway Annexe Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	160208
<b>Inspection date</b>	28 June 2007
<b>Inspector</b>	Amanda Gill
<b>Setting Address</b>	Tweedway Hall Annexe, Tweed Way, Rise Park, Essex, RM1 4AZ
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<b>E-mail</b>	
<b>Registered person</b>	Tweedway Pre-School Limited
<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?

Tweedway Annexe Preschool opened in September 2001. It operates from one room with additional use of large community hall for physical activities within a community centre, there is no access to outside play area.

The preschool is registered to provide care for 20 children aged from two to under five years. There are currently 31 children on roll. Of these, 15 receive funding for early education. The preschool mainly provides for children in the local catchments and supports children with learning difficulties and/or disabilities.

The preschool is open Monday to Friday 09:15 to 11:45 term time only. The preschool employs five staff, all of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

The facilities are hygienically maintained and play areas, toys and equipment are cleaned thoroughly on a regular basis, so that children's health and well being are promoted within the setting. Staff are able to access aprons, gloves and a changing mat so that nappy changes can be carried out efficiently. Children are becoming aware of hygiene practices themselves, for example, they take turns to wash their hands before snack. However, liquid soap is placed on a shelf, out of reach and therefore missed from the children's hand washing routine.

Staff have a good understanding of dietary requirements. They provide a balanced range of nutritious healthy snacks. This encourages children to try different foods and learn about healthy eating. For instance, children enjoy crackers, cheese, and different fruit and vegetables. They are offered a choice of milk or water to drink. They are able to independently access fresh drinking water throughout the session. However, the organisation of snack does not promote independence, as staff pour the drinks for the children, crackers are given and fruit handed around in a bowl. Children who suffer from food allergies have their needs met effectively as all staff are aware of their particular dietary requirements.

Children's individual medical and dietary needs are appropriately documented and staff are aware of these. Staff obtain relevant information on children's medical history and request consent from parents if asked to administer medication. Children with an infectious illness are excluded from pre-school so as to protect others. Children are well taken care of in the event of an accident as all staff are qualified in first aid. Records are kept of any accidents that may occur and countersigned so that parents are kept fully informed.

All children take part in physical activity on a daily basis. Good use is made of the large hall for children to access a wide range of apparatus and resources which encourage them to balance, climb and jump in a safe environment. However, the hall is not available to the children on Monday's, where they only have the opportunity to bounce on a small trampoline in the main play room.

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

The provision is good.

Children are made to feel welcome in a child friendly environment. Various pictures and posters are displayed around the hall and a selection of resources are set out for children each day. The setting is organised well to enable children to move around safely and independently. There are excellent procedures in place for the arrival and collection of children. A member of staff is placed at the main door during arrival and collection of the children. All parents are required to sign their child's colour registration book on arrival. Children may only be collected by an authorised person and a password system is in place for emergencies. All visitors are asked to sign a visitors book and introduced to the staff. A policy is in place for uncollected/lost children.

A health & safety policy is in place and the written policy reflects the practice observed. Children are consistently reminded how to keep themselves safe when playing because staff provide clear explanations and gentle reminders. For example adults will talk to the children about getting a mop to wipe up water 'to make sure that no one slips over'. Staff are deployed well

within the setting, each member of staff takes full responsibility for an area of the room, and its maintenance. This ensures that any safety issues are addressed appropriately and as soon as possible. Staff work well as a team to support the children's well being as they rigorously ensure appropriate cover when they inform each other if they are leaving the room or seeing to a particular child.

Children have independent access to a broad range of toys, resources and equipment. Staff ensure that these resources are safe and hygienic for the children to use through regular cleaning and safety checks. A risk assessment of the premises is undertaken daily any action is logged and evaluated appropriately.

There are clear procedures in place to promote the children's safety in the event of a fire or an emergency situation. Fire drills take place every half term and all staff are given a copy of the evacuation procedure. All fire drills are recorded and evaluated to identify any weaknesses and to improve the procedures if necessary. This helps children become familiar with the routine in the event of an emergency.

Children are protected because all staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Staff have all attended child protection training. A written child protection procedure is in place and staff record any incidents or concerns confidentially. Their combined knowledge and effective child protection procedures promote and safeguard the children's welfare within the setting.

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

The provision is satisfactory.

Children generally enjoy their time at the preschool and are warmly welcomed on arrival and settle quickly. They have good relationships with each other and with staff members. Children are very comfortable within their environment and receive a high level quality of support from the staff. All children play happily and older children initiate conversations and involve other children and adults in their play. They particularly enjoy the play dough, construction blocks, small trampoline and using the computer.

They develop self-confidence as they choose resources and talk with adults. They approach members of staff confidently if wishing to take part in an organised activity. For example, during small trampoline activity, "is it my turn yet L?" and then joining the queue. Staff interact with children during their play but do not always promote their independence during adult led activities. For example, during an activity to make shoes for the Elves and the Shoemaker wall display, the children are given pre-cut shoes and shown where to colour and stick their gems. Staff praise children for their efforts and achievements which helps to boost their self esteem.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children are confident in their surroundings. They interact very well with their peers and adults including the unfamiliar inspector. They enthusiastically select toys and resources they wish to use from the variety available to them. They are enthusiastic to assist in daily tasks, for example tidying up and handing out plates at snack time. Children are developing their use of language through being engaged in conversation with staff, answering questions and developing ideas for play. They are learning to recognise their names at the beginning and end of every session and enjoy books when listening to stories. At registration children learn about phonics. For instance, they guess the letters and pronounce

the sounds 'b' for book and 'f' for fish. They have opportunities to explore mark making using worksheets, pencils and crayons.

Children can count confidently up to 10 and many can count beyond this. They participate in the creation of wall displays, which make use of numbers, for example, the story of 'Snow White and the seven dwarfs'. They are confident in simple calculations and have opportunities to use these skills each day, for example, staff encourage them to count and clap the number of children at registration each morning. In free choice play, children use mathematical language confidently, for example 'my tower is bigger than yours'.

Children have opportunities to develop their physical skills indoors using a range of large and small equipment. Although there is no outdoor play space available, children have access to large hall four days a week. Children are able to use a range of tools and equipment safely and appropriately, for example, dough cutters and rollers, scissors and pencils. Children are able to develop their hand/eye coordination and control through activities available to enhance these skills, for example pouring own drinking water from a jug into a cup.

Children are keen to discover the world around them. They have some opportunities to explore the community, for example when visits are organised, and the local butcher or policeman visits the group. Children have access to a range of resources which help them to learn about diversity, such as small world people, dolls, books, posters and play foods from other cultures. Children are very competent in their use of technology and take turns to play an interactive number game on the group computer. Children have good opportunities to build with a range of construction toys. In creative activities, children use some different materials to create pictures and collage, for example, colourful wall display of 'Snow White and the Seven Dwarfs'. However, they are not always able to explore a wide range of materials and thereby develop their own ideas, as craft activities are adult directed. Overall, children are making satisfactory progress towards the learning goals in all areas.

Staff find out about children right from the beginning, through discussions with parents and completion of an entry profile. They have an awareness of the needs, interests and skills of the individual children in their care. Staff make sure that all areas of learning are covered by including a focus activity and observations are recorded and evaluated daily. Planning is flexible, however, offers a lack of sufficient challenge for children's creativity and does not always offer activities to maintain interest, in particular on Mondays, during the time in the daily routine that children access the large hall for physical play on other days of the week.

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

The provision is satisfactory.

Resources depicting positive images and promoting equality of opportunity are available for example, books, posters that "welcome" children in different languages, dolls, play foods and puzzles. Children show good attitudes towards one another and are confident and self assured. They play well together, learning to share and take turns, and they negotiate this with confidence. They show genuine concern for one another and benefit enormously from the example set to them by the staff team. Children's spiritual, moral, social and cultural development is fostered.

Children develop a secure sense of belonging and confidently take on responsibilities within the setting, such as helping to tidy up and giving out plates and cups at snack time. Behaviour is generally good and children show high levels of independence, confidence and self-esteem

as staff continually praise and value their achievements. The children are aware of their boundaries because staff remind them of the preschool rules on a regular basis. Staff are consistent in their management of behaviour and help the children to negotiate turn taking and sharing. However, on Monday's when the children have no access to the large hall, activity plans have gaps, and children have too little to capture their interests. Children are expected to sit for too long during snack and circle times which results in some minor disruptions.

Children with learning difficulties and/or disabilities receive good support as staff observe them closely. There are two named special educational needs coordinators who liaise with the parents and where appropriate outside agencies with parental consent.

The preschool works closely with parents and carers. Parents are encouraged to be involved in the setting by contributing to activities. For example, they are asked to encourage their child to bring in items for show and tell. Parents feel able to approach staff if they have concerns and are very satisfied with the level of information they receive either in the form of notices, newsletters or when provided with personal feedback at the end of each session and at open evenings. Parents are provided with information regarding raising concerns or complaints and are fully informed of all aspects of the provision. The manager is aware of the complaints regulation and keeps a file of any concerns or complaints raised.

The partnership with parents of children who receive nursery education is good. Parents contribute to an initial assessment of their child by providing a written entry profile of their child's current abilities. This helps staff to build on what the children already know. Parents receive comprehensive information about the Foundation Stage and are provided with regular updates about their children's progress and evaluations of focussed activities. Parents are fully involved in their child's learning and this helps them to understand how their child learns and develops through play. They work together with the staff to assess their child's ongoing achievements. This helps to ensure all children make progress and allows parents to play a full part in their child's learning.

## **Organisation**

The organisation is satisfactory.

The staff team use their knowledge to ensure that children make progress in all areas. The preschool's policies and procedures work adequately to promote the outcomes for children. All necessary policies are in place and available to parents. Several policies have been updated in 2006. Information about children is kept in a secure place and remains confidential. Emergency contact details for children are easily accessible in case of an evacuation of the building. The documentation contributes to keeping children safe, healthy and happy. The setting meets the needs of the range of children for whom it provides.

The provider has good employment and induction procedures in place. Staff receive a copy of the policies and sign to say that they are aware of their responsibilities. All staff receive an induction plan and areas are marked off and evaluated as they complete their knowledge and understanding. Staff are appraised regularly and encouraged to undertake training. For example all staff have a valid first aid certificate, attended Foundation Stage training and are qualified to NVQ level 2 or 3 in childcare. Children benefit from good staff ratios which ensures that they are consistently well supported.

The leadership and management of the nursery education is satisfactory. The manager involves staff in the planning at regular team meetings. The manager ensures that appropriate levels

of supervision are maintained at all times through good deployment of staff. Staff show commitment to children's achievements and development, which is demonstrated by the children's enthusiasm in their learning. However, staff do not always provide sufficient challenge to extend children's learning and development as many activities are adult directed.

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

At the last inspection carried out in 2003 a recommendation was made regarding providing children with opportunity to engage in large physical play. This was also reflected in a key issue raised for nursery education as well as issues regarding the use of assessments, extending children's thinking and learning and providing opportunities for children to practise writing skills and improve their knowledge and understanding of the world.

Effective progress has been made as a response to most of the weaknesses previously identified, significantly improving the care and education provided.

All children take part in physical activity on a daily basis. The provider has secured use of the large hall and children have access to a wide range of apparatus and resources which encourage them to balance, climb and jump in a safe environment. However, the hall is not available to the children on Monday's, where they have the opportunity to bounce on a small trampoline in the main play room. The setting has no access to an outside play area, but this does not impact on meeting the overall physical needs of the children.

Children's thinking is sufficiently challenged and their learning extended by staff who use good open and provoking questions. Staff record observations of children and these are used to record individual children's progress toward the early learning goals. Children's understanding of diversity has increased through access to a good range of toys and resources which reflect the wider world and as they take part in activities such as making divas as part of Diwali celebrations. However, group displays show that creative activities are very adult directed and do not fully reflect children's thoughts and ideas.

All children receive an adequate amount of support to increase their awareness of letters and to practise writing through focussed activities. However, they have limited opportunity to practise mark making or experience different uses of the printed word within everyday activities. Thereby limiting their understanding of the purpose of reading and writing or inspiring them to extend their own learning.

### **Complaints since the last inspection**

Since the last inspection Ofsted received one complaint relating to National Standard 6 - safety. The concern related to the supervision of the children. An unannounced visit was made by an inspector to discuss the complaint. An action was made for the provider to ensure that children do not have access to the corridor and toilet area except with direct staff supervision at all times. Ofsted received action reply slip and information shows provider addressed issues appropriately. No further action was taken by Ofsted. The provider remains qualified for registration.

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):

- improve accessibility of resources for washing hands to ensure hygiene standards are maintained
- develop snack times to further promote the children's independence and self help skills

#### 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):

- ensure that planning is implemented fully to provide a broad and balanced programme that covers all the areas of learning and identifies gaps in provision particularly with creative development
- ensure staff take opportunities to promote children's learning through effective resources, purposeful interaction and sufficient challenge

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)