

**Birchwood Pre-School & Out of Hours Club**  
Inspection report for early years provision

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<b>Unique Reference Number</b>	200516
<b>Inspection date</b>	08 June 2007
<b>Inspector</b>	Jayne Clarke
<b>Setting Address</b>	Birchwood Primary School Polesworth, Birchwood Avenue, Dordon, Tamworth, Staffordshire, B78 1QU
<b>Telephone number</b>	07989 431998 and 01827702678
<b>E-mail</b>	
<b>Registered person</b>	Claire Davis
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School 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 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?

Birchwood Pre-School is run by private ownership. It opened in 1996 and operates from a self-contained unit within the grounds of a primary school. A maximum of 48 children may attend the nursery at any one time. The pre-school is open each weekday from 08:00 until 17:45 for 39 weeks of the year. All children share supervised access to a secure outdoor play area.

There are currently 101 children on roll. Of these, 75 children receive funding for early education. The nursery currently supports children who have learning difficulties and/or disabilities. The setting has systems in place to support children who speak English as an additional language.

The pre-school employs 12 members of staff. Of these, 10 hold appropriate Early Years qualifications. The setting receives support from the local authority. The pre-school is an accredited member of the Pre-School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children demonstrate good awareness of appropriate hygiene routines. They know that they have to wash their hands before meals, after messy play and after using the toilet. They manage their personal care needs independently and are aware of visual prompts which remind them to wash their hands. Children understand that they need to 'wash the germs away' so that they do not get a 'poorly tummy'. They use paper towels to minimise cross-infection. This promotes children's good health.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines to keep the premises and equipment clean. All surfaces and food preparation areas are cleaned with anti-bacterial products. Good arrangements are in place for nappy changing and the disposal of waste products. Staff are fully conversant with communicable and notifiable diseases and the necessary responses. There is a clear procedure in place should a child become unwell or require emergency assistance. All staff have completed appropriate first aid training. The necessary consent is obtained from parents or carers for staff to seek emergency medical advice or treatment. A designated member of staff is appointed for 'house-keeping' duties to support and nurture children's good health and well-being.

Children are provided with meals and snacks which are healthy and nutritious. They enjoy a variety of fresh fruit each day. Children choose favourites such as water melon, bananas, apples and pears. They talk confidently about how this type of food is 'full of healthy stuff' to keep them 'strong' and help them to 'grow'. Useful information is provided for parents to inform them of good health and nutrition guidelines for children's lunchboxes. Staff encourage children to eat their healthy food, sweet and savoury snacks are kept to a minimum as treats on special occasions. Hot and cold meals are provided by the school catering service which meet appropriate health and nutrition guidelines. Mealtimes are sociable occasions where children and staff sit together. Children have a choice of milk, water or juice at snack time. They can help themselves to a drink of water at any time. As a result, children develop good awareness of a healthy lifestyle. Children's records contain all the necessary information so that their health and dietary needs are met.

All children benefit from regular physical activity both inside and outside. They enjoy fresh air and exercise outdoors each day. Children move confidently, imaginatively and safely, with control and co-ordination as they play with a range of toys and equipment such as bats, balls, wheeled toys and physical play games. Children handle tools, objects, construction and malleable materials safely and with increasing control during creative activities. They show good awareness of space, themselves and others as they move freely between furniture and play areas. They are actively engaged in imaginative and physical play with small and large equipment under the covered veranda throughout the day. Indoor physical activities include regular music and movement sessions which enable children to move their bodies in different ways. School age children proudly demonstrate their dancing skills to others. Children's physical exercise is further promoted during active P.E. games in the school hall. Staff use this time well to help children learn about the effects of physical exercise on their bodies. This promotes children's healthy growth and development.

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

The provision is good.

Children are safe and well cared for indoors, outside and on outings because effective policies and procedures are in place and staff demonstrate a good understanding of their implementation. Children are involved in a regular fire escape practise. They fully understand how to leave the building in an emergency and confidently describe what to do and where to go to keep themselves safe.

Children are closely supervised by staff at all times. All visitors are requested to sign the visitors book as they enter the building so that access to the nursery is monitored. A good range of equipment and resources is available to support children's care and play needs. They are suitable for their purpose and conform to safety standards. Effective risk assessments are regularly reviewed to ensure that all areas used by the children are safe and well maintained. Rooms are well-organised to enable children to move around safely between activities and make independent choices about their play.

Children learn how to stay safe through a range of planned activities and games which helps them to understand how to cross the road safely and be aware of 'stranger danger'. They know that they must walk rather than run indoors so that they do not hurt themselves or others. All children understand that they must not go beyond the supervised boundary areas when they are outside in the school playground so that they remain within sight and sound of adults at all times.

Staff are knowledgeable about safeguarding children procedures and have attended relevant training. They recognise the signs and symptoms of abuse and are confident in their knowledge to report any concerns to the supporting agencies. Staff understand appropriate procedures and good practice to prevent allegations of abuse being made against themselves. Written procedures are fully consistent with current guidelines. This supports children's well-being and protects them from harm and neglect.

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

The provision is good.

Children benefit from the interesting and stimulating environment. They enter the nursery enthusiastically and know the routine well. They are able to access resources independently, they select an activity badge to choose from a wide range of activities available. All children take part in stimulating activities that effectively promote all aspects of their development. Children have great fun as they use different art and craft materials and explore a variety of techniques to create butterfly prints and ladybird models. They enjoy playing imaginatively and concentrate intently as they use small world toys in their fantasy play, build a 'fishing boat' with construction toys and make different sounds with a range of musical instruments. They play imaginatively with the role play equipment, to care for a 'tired baby', 'cook sweet corn meals' and use a camera to take pictures of people's 'funny faces'. Staff are knowledgeable about the 'Birth to three matters' framework and use it well to encourage children to be interested in what they are doing and motivated to learn. Children are fascinated as they look at and compare a variety of bugs and insects in different situations such as the insect tray, magnifying viewer and 'spider's den' play. They respond well to the help and guidance from staff to support, develop and consolidate their learning as they name features of different creatures and match them to picture cards. Children benefit from sessions in small key-worker groups where time is used effectively to encourage children to talk about what they know and

would like to do. Staff consistently praise children's achievements. Children's own artwork and creations are valued and attractively displayed. This helps children to develop a sense of pride and promotes their self-esteem. Staff use their knowledge of how young children play and learn to observe and assess their development and progress. They use this information skilfully to plan and provide interesting opportunities and resources that help children achieve to their full potential. School age children enjoy a range of indoor and outdoor activities which help them to play, rest and learn in a stimulating environment. They particularly enjoy cooking 'Pizza' snacks and demonstrating their musical, drama and 'absolutely not boring' dancing skills. Children develop good relationships with each other. Older children take responsibility for being kind and caring, helpful and supportive to younger children. They organise timetables to manage turn taking on the computer games. This helps children to become confident to make decisions, explore and investigate.

### Nursery education

The quality of teaching and learning is good. Staff demonstrate a good understanding of the Foundation Stage and implement this well by providing a range of interesting activities which cover the six areas of learning. They deploy themselves effectively and ensure that children are purposefully engaged, whilst still encouraging children's freedom of choice. Staff listen to children closely and are interested in what they do and say, they ask mostly open-ended questions about what the children are doing and why, to develop and extend children's learning. For example, children are encouraged to think about a train journey and write down the cost of a ticket during their imaginative play. Children's vocabulary is often extended, for example, when looking at the insects they talk about it's environment and body parts and make comparisons to other creatures in their creative, imaginative and investigative play. Staff provide opportunities for children to become independent learners and plan focused activities to observe children in their play and extend their knowledge and understanding. They provide stimulating resources to support and enhance children's learning. Observations are used well to complete profiles for each child to assess what they can do and identify areas for development. Written plans and individual 'learning journey' assessments successfully identify the next steps in each child's learning. Therefore children are motivated and keen to learn. They mostly receive appropriate challenges from staff who understand their needs and ensure they progress well.

Children confidently choose from the activities available and initiate their own play. They enjoy using technology equipment such as the computer and manage the mouse and keyboard with skill to change and operate different programmes. They use electronic musical equipment and the tape recorder to listen and move to their own and recorded music. They are familiar with the use of other programmable toys and everyday technology equipment in their role play and planned activities. Children enjoy making marks in a variety of ways. They regularly attempt to write their names and access the 'graphics' area independently. Numbers and labels help to develop children's awareness of letters and numerals in their surroundings. Staff help children to recognise initial letters and sounds in words such as the first letter in their name or the day of the week. Children make good use of the book area, accessing books independently. They hold the books correctly and turn the pages as they 'read' to themselves. They enjoy sharing books and stories with adults and confidently recognise when text is upside down, repeat familiar names, phrases and sentences from well known stories and rhymes. Children use books, photographs and pictures to look at and talk about different topics. Older children demonstrate their knowledge of different countries, planets and 'our planet earth' as they look at and talk about what they see. They link what they know and understand to family places and imaginative situations. This helps children to recall past events, develop an interest in reading and learn that print is for a purpose and carries meaning. Children play well together in their role play

and daily activities. They understand simple rules such as wearing hats when they play in the sand tray to protect their hair and to identify the number of people playing in the sand area. As a result their independence is being promoted well.

Regular activities are used to develop children's awareness of numbers and counting, although some lack sufficient challenge. For example, children can draw the missing spot on the ladybird pictures but have little opportunity to add on, take away and estimate how many more. This limits opportunities for older/more able children to extend their mathematical thinking. Children are introduced to a range of topics that help to develop their awareness of their environment and the natural world. Children are fascinated and show a sense of awe and wonder as they observe, read and talk about the life cycle of many bugs and insects. For example, staff engage children in conversation about caterpillars, cocoons and butterflies. Themed activities such as 'Mini-Beasts' promote children's creativity, interest and curiosity in familiar and more exotic creatures and animals such as spiders, beetles and Giant African snails. Staff make good use of time and resources so that children are interested and engaged in purposeful activities and play which holds their attention for a long period of time.

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

The provision is good.

Children learn about the wider world. They celebrate an interesting range of cultural festivals such as the Japanese flower festival, Chinese New Year, Diwali, Hannukah and the Holi festival of colour, as well as other traditional European festivals throughout the year. This helps children to respect and value the traditions and beliefs of others. Children see some resources and take part in activities which promote positive images of different race and culture, although there are limited resources within the everyday environment to further enhance children's knowledge of diversity and disabilities. This limits opportunities for children to extend their knowledge of peoples differences and similarities. Children with learning difficulties and/or disabilities receive appropriate care and support. Experienced staff ensure that all children have access to the full range of activities available. They work closely with parents and other agencies to ensure children make good progress which takes into account their individual needs and abilities. This promotes an inclusive service for all children.

Children learn about responsible behaviour and behave well. They know the routine well and respond positively to consistent 'rules' and positive praise. Children take responsibility for taking turns and sharing toys with others, they use the 'badge selection' system well to self-manage their play and group activities. Staff demonstrate positive behaviour towards the children to create a calm atmosphere and respect for each other. Displayed posters encourage children to think about their own thoughts and feelings such as what makes them 'happy', 'sad', or 'scared'. This develops children's confidence and self-esteem. All children understand the expected rules of behaviour and know that they should walk indoors and stay within the supervised boundary area when playing outside. Children are regularly consulted about 'rules' through daily conversation and routines. Older children often contribute their own ideas which helps them to consider the effects of their behaviour on others. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the strong and trusting relationships between the staff and their parents. Children and parents are greeted on arrival and welcomed into the setting. Staff work closely with parents to ensure that the individual needs of each child are met. Good procedures are in place to help children settle and feel secure which include home visits before children attend the nursery. Parents are encouraged to contribute their thoughts, ideas and suggestions in

order to further improve the quality of the service provided. Parents speak highly about the care, learning and support that their children receive.

The partnership with parents and carers of children who receive nursery education is good. Parents are well informed of their child's progress and have regular opportunities to discuss the educational programme with staff. They receive good quality information about policies and procedures and the six areas of learning for the 'Foundation Stage'. Daily discussions keep parents informed of their child's routine whilst at pre-school. 'Birth to three matters' and 'Foundation Stage' activities are displayed for parents to see at any time. Parents welcome suggestions for activities to do at home to further develop their child's knowledge and skills. They know of the themes planned for children and activities offered each day and use this information to become actively involved in their child's learning and development. This strong partnership successfully enhances children's progress towards the early learning goals.

## **Organisation**

The organisation is good.

Children play and learn in a warm, welcoming and well-organised environment. All Children spend their time purposefully. A good range of stimulating activities are planned to develop play and learning opportunities for children attending the nursery and out of school club. Staff are clear of their roles and responsibilities and consequently deploy themselves effectively to ensure that children are interested in their play and all aspects of the daily routine run smoothly. Staff have relevant qualifications and experience to support children's development and progress and to promote their well-being. All relevant policies and procedures are in place for the safe and efficient management of the setting. Staff have a good understanding of how to implement these effectively. Effective recruitment and vetting procedures ensure that adults are suitable to work with children, although a system for monitoring the ongoing suitability of staff is not fully developed. This potentially impacts on children's safety and well-being. Regular appraisal systems and peer observations help to identify and support professional development. Children benefit from a staff team who work well together and are enthusiastic about all aspects of their work. Staff are highly committed to developing and improving all areas of their practice and regularly attend any relevant training to update their knowledge and skills. This contributes significantly to children's development and progress.

Leadership and management of nursery education is good. The registered person and manager work well together to ensure that staff feel valued and included in all aspects of the organisation of the nursery. Regular meetings enable staff to plan for children's play and learning, to share good practice and identify areas for improvement. Managers are fully conversant with the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage'. They take positive steps to ensure staff plan for these effectively and to monitor and observe their practice. Staff discuss and contribute ideas for children's learning so that the activities are stimulating and fun, although some lack sufficient challenge for older/more able children. They regularly evaluate activities to determine which have been successful or unsuccessful and share observations of children's care and learning. Staff are helped to work together to help all children make good progress towards the early learning goals. Good links are made with the primary school to support children's smooth transition to primary education.

Overall, children's needs are met.

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

At the last inspection the setting were required to: improve the special needs policy to include children with disabilities. All relevant details have been included in the revised policy in line with current guidelines. This ensures that children with learning difficulties and/or disabilities receive appropriate care and support.

With regard to the nursery education the setting was required to: develop existing activities to increase children's understanding of technical equipment. Children have many opportunities to explore and operate technology equipment in their everyday environment including the computer, programmable toys, cameras and electronic equipment. This helps to develop children's knowledge and understanding of the world.

### **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 copy 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):

- further improve resources to promote positive images of diversity and disabilities within the everyday environment
- further develop methods to monitor the ongoing suitability of staff

#### **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):

- extend challenges for more able children to further develop their skills during mathematical activities



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)