

# Trentham Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	224730
<b>Inspection date</b>	13 June 2007
<b>Inspector</b>	Shirley Amanda Wilkes

<b>Setting Address</b>	40 New Inn Lane, Stoke-on-Trent, Staffordshire, ST4 8EX
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<b>Registered person</b>	Trentham Pre-School
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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?

Trentham Pre-School originally opened in 1974. In September 2001 it moved to new purpose built premises. There is an enclosed outdoor play area.

There are currently 61 children on roll. This includes 30 in receipt of funded education. Children attend a variety of sessions each week. The Pre-school opens five days a week during school term times. The pre-school is open from 09-15 until 16-30. There are 10 members of staff who work with the children, one of whom is full-time. All staff have early years qualifications.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene through planned routines. They know, for example, that they have to wash their hands before sitting down to snacks and after using the toilet. Children use liquid soap and paper towels which limits the risk of infection. Staff follow

effective procedures, routinely wiping the tables with anti-bacterial spray before snack time. However, children are able to freely access fruit and salad throughout the session without washing their hands which may lead to cross-contamination. All paperwork regarding medication and accidents is in place, parents sign to acknowledge entries. There are good clear procedures in place for sick and infectious children to prevent the spread of infection.

Children benefit from a healthy and varied diet, they have a variety of fresh fruit, vegetables and toast at snack time. Children are offered a drink with their snack and are able to use the water jug and disposable cups throughout the session if needed. All dietary and health requirements are discussed and recorded on children's individual record forms. This helps to ensure children remain healthy.

All children enjoy playing outside during the session. They join in free-play and organised activities, such as, using wheeled toys, balls and organised games which encourages the children to move with control and co-ordination. Children are developing a positive attitude to exercise and maintaining a healthy lifestyle.

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

The provision is good.

Children are cared for in a welcoming, safe and secure environment. Children are kept safe by effective procedures in place such as the carrying out of regular risk assessments on all areas accessed by the children. The available space enables children to move freely around the setting and experience a good range of activities to promote their overall development. They are beginning to understand about keeping themselves and others safe when staff talk to them about walking inside, and picking up toys so others do not trip over them. Children are also learning how to keep themselves safe in an emergency by practising fire drills.

Children have access to a wide range of resources and activities which meets their needs in all areas of their development. These are easily accessible from low-level storage containers and child-size tables, children are able to self-select resources and gain independence through making appropriate choices.

Children's welfare is effectively safeguarded and promoted as staff all have good knowledge of the signs of abuse and neglect. The setting has a comprehensive policy in place detailing their responsibilities in protecting children, which includes a procedure to be followed for any allegations made against staff or volunteers. Staff have a clear understanding of their role in protecting children and are able to put appropriate procedures into practice when necessary to protect children from harm.

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

The provision is good.

Children enjoy being in the setting. They arrive enthusiastically and separate from their parent or carer quickly and settle at an activity. Children respond well to each other and to staff. Children are confident to talk to unfamiliar adults in the setting, asking their names and giving their own names when asked. Children behave well, their self-esteem is developed by praise from staff and the displays of their art and craft work. They are encouraged to participate in the activities which are on offer and are able to independently choose activities from the low-level storage containers.

## Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have good knowledge and understanding of the Foundation Stage curriculum, and of how young children learn. Long, medium and short term plans are in place and cover all aspects of the curriculum. Focussed activities take place with identified learning intentions and any differentiation required. Children access the outdoor environment on a programmed basis to support their physical development and other activities to support the Foundation Stage curriculum. Children's assessment records are regularly updated and set out using the stepping stones leading to the early learning goals.

Children show a sense of belonging as they greet each other and staff on arrival. Children display high levels of confidence and are eager to participate in activities, for example, the sand and water play. They are making friendships in the setting and seek out a preferred playmate and play alongside each other for extended periods of time interacting and negotiating roles such as when they play with programmable toys, for example, the tape recorder.

Children manage their self-care well, they are encouraged to go to the bathroom independently and to help tidy away the toys. Children's self-esteem is encouraged well through praise and the use of stickers. Relationships with staff are positive.

Children's early communication skills are good. They speak clearly and with confidence to both their peers and staff, there are opportunities for children to learn that print carries meaning through seeing words in the environment. They are beginning to recognise some letters and many children are able to recognise their own names, for example, place names used at meal times and on name boards. Children are beginning to write their own name and link sounds to letters as they sound out the letters when matching letters to pictures. They have opportunities to practise their emergent writing skills in set activities but are not encouraged to write for a purpose, for example, labelling their own art work. Children are beginning to count and use numbers well. They count reliably to 10 and above and they have opportunities to develop simple calculation skills reaching the right amount of equipment needed for activities. Children are encouraged to use number during everyday activities, for example, when laying the table. They demonstrate that they are developing a sound sense of shape and size when playing with various resources.

Children are introduced to a range of topics that help to develop their awareness of their environment and the world in which they live. They learn about the significance of different festivals and customs. They plant vegetables outdoors and watch them grow. Children have regular opportunities to use information and communication technology through use of a computer, they competently use the mouse and complete simple programmes. They match shapes and follow instructions.

Children move confidently and are developing good coordination skills, they handle a range of tools and small equipment well, such as pencils, paste, spatulas and scissors. They are able to negotiate pathways when riding their bikes and practise their climbing and balancing skills on the climbing frame. They enjoy playing with a parachute and joining in organised games, for example, 'the farmers in his den' and the 'hokey cokey'. Children have regular opportunities to develop their musical skills, singing their favourite songs and using musical instruments. Their imagination is well developed as they hunt for the animals hidden in the sand tray and develop different scenarios with the construction toys, sand and role play. Most of the children can name a wide range of colours with success they are able to take part in adult-led art and

craft activities but are unable to freely access paint and craft activities throughout the day, which means that their creativity is not being fully developed.

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

The provision is good.

Children feel a sense of belonging within the playgroup. They are provided with a warm welcome on arrival and separate easily from their parents. Children's creative work is celebrated in attractive displays around the room.

Their individual needs are met as the pre-school identifies these with parents prior to the commencement of care. A key worker system provides a central figure for each child and effective procedures are in place to promote an exchange of information with parents. Children are valued and treated with equal concern and activities are adapted to accommodate their needs. Their self-esteem is raised as staff members offer them ongoing praise and show interest in their ideas. Children are developing positive attitudes to diversity as the setting includes images of the different people that make up our society within their resources. They are beginning to show an appreciation of other cultures and beliefs through topics and activities offered. Children behave well. They begin to understand right and wrong through consistent boundaries, praise and the age-appropriate methods used by staff to manage behaviour including explanation and distraction. Therefore, children's spiritual, moral, social and cultural development is fostered.

Children relate well to each other and staff, and are developing an understanding of their community through visitors to the setting, for example, the police officer complete with remote controlled police car and outings made to the local school. Staff have a strong awareness of caring for children with learning difficulties and/or disabilities and provide one to one support where necessary. Children behave well. They begin to understand right and wrong through consistent boundaries, praise and the age appropriate methods used by staff to manage behaviour including explanation and distraction.

Parents are able to access information about the nursery's policies and procedures within the setting. They are kept up-to-date with general information and news from the setting in regular newsletters and information displayed on the notice board. Parents are invited to join the parents' rota and to share their interests or expertise with the children.

The partnership with parents and carers of children in receipt of funding for early education is good. Staff keep parents and carers well informed through an abundance of information about early years, the Foundation Stage, planning and general practices in the group. This is made available on the notice boards. Parents and carers are made aware they can see their children's development records at any time.

### **Organisation**

The organisation is good.

The setting is organised effectively to accommodate children's play. Children are able to move around easily and safely to access equipment in a well-prepared environment. Documentation to promote the welfare and care of the children is organised and stored securely to ensure confidentiality. The register records accurate arrival and departure times of children and staff. Children benefit from the care of an appropriately vetted, qualified and experienced staff team.

Children are never left alone with anyone who is not vetted. Their progress is enhanced as staff members access ongoing training to improve their practice.

The leadership and management of children in receipt of funding for early education is good. The committee and staff have a clear vision of how the setting should operate. A structure of qualified staff is in place and regular staff and committee meetings are held. A staff induction process has been set up and annual appraisals take place. Overall children's needs are met.

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

At the last inspection the pre-school was asked to ensure the accident book is kept up to date and to make the nappy bucket inaccessible to the children. The accident records are now up to date and parents sign to acknowledge entries. The nappy disposable bin is now stored so it is inaccessible to the children both of which ensures the children's well-being. The nursery education inspection asked them to make greater use of the outdoor area, ensuring outside activities are broad and balanced. The pre-school has improved the outdoor area to ensure that the children are able to access a range of activities that are broad and balanced and meets the children's needs.

### **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.

## **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):

- improve hygiene procedures in relation to the children helping themselves throughout the session to snacks.

#### **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):

- further develop opportunities for children to extend their creativity and independence and to practise their writing skills for a purpose.

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)