

Oakengates United Church Pre-School

Inspection report for early years provision

Unique Reference Number	208242
Inspection date	27 April 2007
Inspector	Lesley Jane Bott
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Registered person	Oakengates United Church 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 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?

Oakengates United Church Pre-School opened in 1968. It operates from the hall and meeting room in the United Church Hall in Oakengates which is a suburb of Telford. The setting serves the local area.

A maximum of 24 children may attend the pre-school at any one time, and currently they have 17 children on roll. Of these, four children receive funding for early education. Children attend for a variety of sessions. The setting does support children with special needs and can support children who have English as an additional language.

The pre-school opens five days a week during school term time. Sessions are from 09.30 to 13.00, Monday to Thursday and 9.30 to 12.00 on Friday. There are three full-time staff who work with the children, all of whom have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to learn the importance of personal hygiene through planned routines and procedures. Staff follow procedures such as routinely cleaning the tables with anti-bacterial spray before and after snacks, and using gloves for nappy changes. This helps to prevent the spread of infection. However, staff do not consistently remind children to wash their hands after messy play before moving away and onto other activities.

Members of staff have current first aid certificates and there is a system to ensure that all staff attend first aid training. The first aid kit is stored in the playgroup. Parents provide written permission for staff to seek emergency treatment or advice, however this is not kept on site and could impact on the appropriate treatment in the event of an accident.

Children benefit from freshly prepared snacks of fresh fruit or toast and drinks of water, milk and juice. Fresh water is always available throughout the session which means that children can choose to drink when they are thirsty. Staff ensure dietary and health requirements are discussed and recorded on children's individual registration forms. This helps to ensure children remain healthy.

The playgroup does not have an outside play area, however they do have the opportunity to use large play equipment such as the trampoline, slide and push-along bikes within the hall. In addition they are taken for occasional walks to the park. 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 satisfactory.

There is a sufficient range of resources and equipment for the age range and development of the children. Most resources are placed at the children's level enabling them to access these independently, for example, on tables or on low-level shelving. Children's understanding of how to keep themselves safe is limited. Although staff on occasions give instructions, such as asking children to sit on their chairs correctly, this is inconsistent. Procedures are in place for lost or uncollected children and emergency evacuation procedures are in place and practised with the children. As a result children are protected from harm and neglect.

Children are cared for in a welcoming, secure environment. Daily risk assessments are in place, together with a visitors book, and there are good procedures for the arrival and collection of children.

Children are safeguarded and protected from harm because staff have a good understanding of the signs and symptoms of abuse and their duty to protect children in their care. They are fully aware of their responsibilities to record and report any concerns to the relevant child protection agencies. A written child protection procedure is in place, which includes a statement on what happens should an allegation of abuse be made against a member of staff, in order to fully safeguard children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled in the playgroup's welcoming and caring environment. They have warm and friendly relationships with staff and each other. Children begin to develop a sense of belonging as they hang their coats up on pegs when they arrive. Staff have implemented the 'Birth to three matters' framework but do not make effective use of observations to inform planning and enhance practice for the younger children. Language and communication skills are developed with staff talking at registration time with the children about the date, weather and seasons. Children enjoy their time at the pre-school, as they partake in painting during free-time and join in making play dough, stirring the mixture with the wooden spoon and squeezing it with their hands.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a satisfactory understanding of the stepping stones and early learning goals that are part of the Curriculum guidance for the foundation stage. However, planning does not always reflect how they will meet the individual needs of all the children. Therefore they are unclear of learning intentions for activities, and do not plan resources effectively to provide sufficient challenge. Staff fail to evaluate activities, although strategies to observe children have been implemented, and these are transferred to children's development files. For example, observations are placed in the child's folder but not used to assess children's learning and inform future planning. Staff complete an assessment of children's development when they start at the nursery to gain an accurate picture of the children's development. This means that planning takes account of what children know and need to learn next.

Children are encouraged to develop their personal independence by pouring drinks and finding their name on the board when they arrive. Children attempt to make recognisable marks on paper and can recognise their own names. They are developing their skills to speak clearly at registration time and select books for pleasure. Children are beginning to progress with problem solving using addition and comparisons with mathematical language. They demonstrate an understanding of shape as they identify the shape of the toast at snack times. Children are able to explore and investigate with different textures, such as play dough and spaghetti. Children celebrate festivals such as Chinese New Year, and visit the local community. A trip to the opticians prompted them to turn the home corner into an opticians, using spectacles given to them by the optician. Children have opportunities to use large physical equipment to travel around, under, over and through, balancing equipment to develop their physical skills. They enjoy walks to the village centre and discuss different types of weather at registration time. Children are able to express themselves through creative activities and role play. For example, playing together in the home corner to make a cup of tea. Children enjoy exploring and mixing paint to create more colours, and making play dough, adding colouring to change the colours.

Helping children make a positive contribution

The provision is satisfactory.

There is a suitable range of resources to raise children's awareness of diversity. Different festivals are celebrated, such as Diwali and Chinese New Year, and the group have multicultural story tellers visit on a regular basis. This helps children to develop their knowledge of the wider world. Children make choices and select from the resources available. Currently there are children

attending with learning difficulties and staff understand the need to discuss children's individual needs with parents and work with outside agencies.

Children do not always behave well. Children are not consistently reminded by staff that they should not run around whilst inside and seem to be unaware of the ground rules. When asked children did not know that this is because they might fall over and hurt themselves. However, they do help each other, and work together, for example at tidy up time. Children's spiritual, moral, social and cultural development is fostered.

Children have most of their needs met as staff liaise with their parents on a day to day basis. Children are assigned a key member of staff to work closely with parents to ensure that children are happy and settled whilst at the pre-school. Staff make themselves available to talk to parents and alleviate any concerns they may have.

The partnership with parents whose children receive nursery education is satisfactory. Staff complete development profiles for the children and parents are welcome to access these twice a year at formal parents' evenings. However, parents are not well informed about the Foundation Stage. Whilst informal discussions take place with parents to discuss their child's attitude to learning these are not effectively used to support children's learning and ensure that children are sufficiently challenged. Parents are not provided with ideas for activities to do at home to involve them meaningfully in their child's learning.

Organisation

The organisation is satisfactory.

Staff currently working with children have the required clearances in place to ensure their suitability.

The attendance record is accurately maintained and is completed upon the child's arrival and departure. There is an accident and incident book which is suitably completed and detailed to ensure children's welfare is safeguarded.

There is an appropriate level of qualified staff who work with the children and all hold a current first aid certificate. The required adult to child ratio positively supports children's care, learning and play. All required documentation for children is in place and all information is accurately recorded. However, the certificate is not currently displayed, and the complaints policy does not include Ofsted's correct address. This may potentially mean parents are unaware of who to contact in terms of a complaint. Clear routines help children to feel secure and settled. Consequently, children are confident and enjoy taking part in the wide range of activities available.

The leadership and management of children in receipt of funding for early education is satisfactory. Regular staff meetings are held to discuss planning and activities. There has not been a full committee in place for over a year, but a new committee has just been finalised and plans are in place to ensure there are regular staff evaluations. Children are making satisfactory progress towards the early learning goals.

Overall, children's needs are met.

Improvements since the last inspection

At the last care inspection two recommendations were raised; to record visitors to the setting, and update and review policies and procedures. The visitors book is in place and used by all visitors to the setting. The policies were last reviewed in 2005 and are due to be reviewed again by the new committee in post. This ensures that the setting is aware of knowledge and understanding of any new legislation.

At the last nursery inspection three recommendations were raised. These requested the setting to develop more opportunities for children to solve mathematical problems in planned activities, and develop opportunities for children to explore the world around them through play. These have been included in the short term planning to ensure that children have the opportunity to benefit from all six areas of learning. The recommendation to develop the management and staff's evaluation and monitoring of the nursery education was also made, this has been brought forward to this inspection.

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:

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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 emergency medical treatment forms are kept on site, and good hygiene procedures are in place regarding hand washing
- ensure that certificate is displayed at all times, and Ofsted's correct address is displayed in the complaints policy
- ensure behaviour management methods promote children's welfare, taking into account the age and stage of development of the child.

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):

- make effective use of assessments and evaluations to plan for the next steps in children's learning and share these with parents
- ensure that staff are clear of learning intentions so that activities are executed effectively and adapted accordingly to provide 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