

Eastburn Pre School

Inspection report for early years provision

Unique Reference Number	301943
Inspection date	25 June 2007
Inspector	Melissa Louise Patel

Setting Address	Main Road, Eastburn, Keighley, West Yorkshire, BD20 7SJ
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Telephone number	07931 318406
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Registered person	Eastburn Pre School
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Type of inspection	Integrated
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Type of care	Sessional 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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Eastburn Pre-School has been registered since 1978. It is managed by a committee. The playgroup children use one main room at Eastburn Methodist Hall, near Keighley. There is a quiet room for staff and a kitchen. In addition, there is an enclosed area available for outside activities. The sessions run every morning except Tuesday from 09.10 to 11.45. The provision is also open on Monday and Wednesday afternoons from 13.00 to 15.30. The sessions operate in school term times only.

There are currently 31 children on roll, of whom seven four-year-olds and 12 three-year-olds receive funding for nursery education. The setting currently supports children who speak English as an additional language.

The group employs five staff on a full and part time basis. The majority of the staff team hold relevant early years qualifications. The group have close links with the local primary schools. They receive regular support from the Pre-School Learning Alliance and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a hygienic environment. For example, the bathroom areas are tidy and clean. The children are learning good routines to promote hygiene. For example, they wash their hands at appropriate times, such as before eating their snack. They use throw away paper towels to limit the chance of any cross infection. The staff follow good hygiene routines to promote children's good health, such as wiping down the tables before snack time. There are clear accident, medication and sickness procedures in place to ensure that the children's welfare is maintained.

The children are learning the importance of eating healthy foods, through discussion as they help prepare the snacks. They are also developing their self-care skills at this time. The children are nourished well. They eat a range of healthy snacks overall. For example, they eat organic fruit, bread and margarine and some biscuits. They receive regular drinks.

Children are learning to develop a healthy lifestyle. For example, they receive regular fresh air outdoors. They exercise indoors and outdoors. In addition, they are also developing their gross physical skills very well. They are effectively challenged as they make their bodies into different shapes as they move around the room. They move high and low as they control their bodies during activities and they enhance their hand and eye co-ordination as they aim the ball at the skittles. Outdoors, they use a variety of equipment, such as bikes, sit and ride-on toys, balls and a climbing frame.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a safe environment, which is maintained to a reasonable standard. Children are supervised very well and they are kept very secure indoors and outdoors. They learn about safety as they move around the room. For example, they are reminded not to run in a small space and why. The children are learning the importance of fire safety awareness. For example, there are clear fire procedures in place, which are practised with the children. However, the regularity of the fire evacuation procedure is not fully clear as the log has not always been kept up to date.

The children select resources that are in good condition and stored effectively. The children's safety is protected and promoted as the staff have a clear understanding of how to protect children, and whom to contact if concerned about a child. However, there are no Local Safeguarding Children Board procedures available, in order to fully promote these procedures for them.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are cared for in a vibrant and stimulating environment. For example, there is an abundance of colour and resources, which are arranged exceptionally well to engage the children's interest. The children are welcomed extremely well by the staff. For example, they all receive an individual hello as they sit on the carpet. The children relish their time in the setting as they are given extensive choice, which links exceptionally well to their age and stage

of development. The activities are planned exceedingly well and flow effortlessly from the 'Birth to three matters' framework into the Foundation Stage. The children are inspired. For example, they all enjoy watching the snails that they have collected. They talk about the trails the snails have made and how they make them. The children make good attempts at creating the trails themselves using a variety of resources, such as glue mixed with water and a straw to blow the liquid. The children are highly motivated and their concentration is exemplary as they carry out the activity.

The children move around the room freely. They play independently and in groups exceptionally well. They also practise weighing the sand and start to learn about balance and weight. The children show that they are happy. For example, they frequently smile and show excitement during the session. They benefit very well because they are supported by highly skilled staff during the activities. For example, the staff observe the children and interact at exactly the appropriate time. This significantly extends and enhances the children's overall learning. For example, the children answer effective questions to encourage them to think, developing their language skills comprehensively. The children make play dough. They state what colour the play dough is and what they think will happen next. In addition, the children recall what ingredients they have put in.

The children are extremely engrossed as they enjoy exploring the different colour paints. They mix their own colours before painting, developing their understanding of colour and enhancing their fine motor skills. The children have great fun using their imagination in the home corner, which is currently used as a café. They pretend to make food and serve it. In addition, the children's interest is optimal during the sessions. This is because the children have a dynamic environment to come to, which keeps them fully absorbed.

Nursery education

The quality of teaching and learning is outstanding. Children make excellent progress towards the early learning goals. This is because the staff are highly competent at delivering the Foundation Stage, through the planning of activities and assessment of the children's progress along the stepping stones. The staff are highly motivated which ensures that the children's learning is effectively extended. The staff make the most of every opportunity to promote all areas of learning, through the dynamic activities planned and organised. For example, the staff set up an activity to fit in with the topic of mini beasts. They freeze water and plastic insects in to a fish tank for the children to observe, enjoy and learn from. This highly innovative activity creates an excitement in the children as they explore. For example, they spend considerable time at this activity and come back to it again and again during the session. They feel the ice and state it feels cold. They watch with interest as the ice starts to melt and forms a pool of water in the large tray. They examine the ice with different tools, such as a ruler. In addition, they use a magnifying glass to observe the insects, which appear real as they are set in ice. This one activity challenges the children's interest and they are learning about the environment, developing their language, investigative and observational skills, and they are thoroughly enjoying themselves.

The highly effective organisation of the environment and deployment of staff ensures that the children have choice from a range of rich and varied resources, in order for them to learn exceptionally well. The staff keep developmental records on the children. These are excellent and show clearly at what stage the children are at. There is a highly effective system in place to identify any gaps in the children's development, which is recorded and followed through

comprehensively. The environment is inclusive and all children are encouraged to join in daily events.

The children show high levels of independence as they take responsibility in making lists for their snack. For example, several children at a time collect a clip board and ask each child what they would like for their snack. They record their information with a line and add it up at the end. This also means they are also developing their early writing skills, mathematics and learning to work together extremely well.

The children freely express their experiences and talk about what they did at the weekend. They form good relationships with adults and other children. For example, they communicate clearly and join in group activities extremely well. Children are developing their early writing skills exceptionally well. This is because they have frequent opportunities every day to mark make and put meaning to their marks. For example, they play in the café and look at the menu. They use the pen and paper to take the order. They experience the use of pencils, crayons and paint brushes. Many children can write their name or make a good attempt at it. The children experiment using their vocabulary. They use words such as sticky and gooey to describe the play dough mixture. They are expert at working the ear phones. For example, they can explain exactly which button is for what and how to rewind the tape. They then listen to the sounds and rhymes that fit in with the book that is available on the table. This means that the children are making very rapid progress in their ability to operate the equipment and to understand how the equipment works. They are also learning to differentiate sounds.

The children are developing their understanding of mathematics significantly through everyday routines and activities. For example, their understanding of counting is constantly reinforced. They count how many children there are on the carpet. The more able children can tell you what the digits are and put them in order. They count how many play dough biscuits they have made. They are learning simple calculation. For example, they can take several away and say how many are left through a practical activity. They play a game and find the number that is missing. They are highly competent at this.

The children use their creative skills extremely well, as they frequently use different types of media, such as paper, paints glue and scissors. They develop their hand and eye coordination skilfully as they cut strips of paper and fit different shapes together. They expertly build bricks on top of one another learning about size and balance. In addition, the children are learning to develop their gross physical skills very well. For example, they are effectively challenged as they enthusiastically use a ball to knock over the skittles. They control their bodies well as they do so. They move spontaneously in the available space. They crawl, making shapes with their bodies as they move around pretending that they are mini beasts. They learn about space as they find room on the carpet.

Helping children make a positive contribution

The provision is outstanding.

The children are cared for in an inclusive environment. For example, all the children are made to feel extremely welcome. The children develop a strong sense of belonging as they all receive a separate welcome on arrival at the session. They all access a range of highly innovative resources and activities to support their individuality. They also learn very well about diversity through accessing an extensive range of resources which portray positive images of differences in people, such as books, pictures, posters, dressing up costumes and materials, and through stories. The children also learn about cultural differences in society through celebrating festivals,

such as Divali and the Chinese New Year. Children's social, moral, spiritual and cultural development is fostered.

The children behave extremely well throughout the sessions. This is because the children receive praise and excellent support through the daily routines. For example, they receive praise as they help tidy up and as they set out the name cards. In addition, they are consistently occupied in a highly exciting range of activities. The children's individual needs are significantly enhanced through the excellent key worker system and regular involvement with the parents. This supports the children's care and learning in order for them to develop exceptionally well with their learning.

Partnership with parents is outstanding. The children benefit as there is an excellent commitment to work effectively with the parents, through the day to day verbal information and highly comprehensive written information available. For example, the notice boards give up to date and clear information on the day to day routines and any future events, such as a trip that is planned. A regular newsletter is sent home with information regarding the care, other useful information and activities planned. The prospectus provided is highly informative to parents in explaining the aims of the provision and there is superb information on the Foundation Stage in learning. This demonstrates the utmost priority and commitment to help children's learning towards the early learning goals. In addition, the children's individual development files fully enhance all aspects of children's learning and they are available for the parents to discuss.

Organisation

The organisation is outstanding.

The exemplary organisation of the environment ensures that the children can move around independently. They select from a rich and varied range of innovative resources and activities, which are planned meticulously to suit the children's age and stage of development. The documentation available promotes the children's welfare very well. The children benefit extremely well as there is a clear operational plan, which is put in to practice. For example, the deployment of staff is excellent and there are clear policies and procedures. The key worker system that is in place significantly enhances the children's care and learning. In addition, the staff know their roles exceedingly well.

The leadership and management for the nursery education is outstanding. The staff are supported extremely well, in order to promote the Foundation Stage effectively for the children. For example, the staff attend a variety of training courses and attend regular meetings. The staff appraisals help the staff identify any training needs. The aims of the provision are clear and promote the importance of the Foundation Stage in learning exceptionally well. The staff and management work superbly together and they are able to assess their own strengths and weaknesses concisely, in order to improve the provision. The monitoring and evaluation systems in place for the nursery education are rigorous and regular. The systems are highly effective as the children are progressing exceedingly well with their learning towards the early learning goals. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was asked to ensure that the staff files confirm an induction has been carried out for all staff. The provider was also asked to improve the registration system for staff by showing hours of attendance.

The provider has ensured that the staff files confirm that an induction has been carried out for all staff. The registration system for staff now shows the hours of attendance. This improves systems at the playgroup, in order to support children.

At the last nursery education inspection the provider was asked to develop the outdoor resources to further enhance children's learning experiences and physical skills.

The provider has improved the outdoor resources by ensuring that there are some good quality bikes for children to use. These provide an additional challenge to the children and further enhance their physical skills.

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 outstanding.

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):

- update the documentation to include the Local Safeguarding Children Board procedures
- improve the regularity of recording the fire evacuation practise.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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