

Upton Pre School & After School Club

Inspection report for early years provision

Unique Reference Number	303488
Inspection date	15 November 2007
Inspector	Jane Shaw
Setting Address	All Saints Upton C of E Primary School, Hough Green Road, Widnes, Cheshire, WA8 4PG
Telephone number	0151 424 7248
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Registered person	Upton Pre-School and After School Club
Type of inspection	Integrated
Type of 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.

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?

Upton Pre-School and Out of School Club has been registered since 1985 and 2001 respectively. The provision operates from two classrooms known as 'The Classroom' and 'Resource and Workshop Room' in the junior building of All Saints Upton Church of England Voluntary Controlled Primary School in the Upton area of Halton. It is managed by a voluntary committee.

A maximum of 42 children may attend the pre-school at any one time. There are currently 53 children aged from two to under five years on roll. Of these, 52 children receive funding for early education. The pre-school is open each weekday from 09.00 to 11.30 and from 12.30 to 15.00 during term time. Children attending are mainly from the immediate area. The pre-school currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

A maximum of 47 children may attend the out of school club at any one time. There are currently 84 children on roll aged from four to eleven years. The club operates each weekday from 07.45 to 08.45 and from 15.15 to 18.30 during term time. The club serves children from All Saints Upton, St Basils and other local schools.

The registered provider employs 10 full and part-time members of staff. Of these staff, eight hold appropriate early years qualifications.

The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is satisfactorily promoted as staff employ appropriate routines and procedures to ensure this aspect of children's care. For example, staff sanitise tables before meals and check toilet areas on a regular basis. Children are developing an understanding of the need to keep themselves healthy in terms of personal care and hygiene as they are encouraged and reminded to wash their hands after using the toilet and prior to meals and snacks. Older children are able to do this independently, and children attending after school wash their hands immediately upon arrival. Younger children are given appropriate support where necessary. An appropriate sick child policy, which is shared with parents and carers, and available at all times, ensures children are cared for within an environment which is as free from infection as possible. Appropriate systems are in place for the recording of accidents, incidents and medication.

Children attending before and after school enjoy a range of healthy foods at breakfast and evening snack-time; this includes healthy breakfast cereals, varied fruits, vegetables, wraps, pasta and rice dishes, and a choice of drinks. Cooked evening snacks are prepared by staff off site, which compromises children's health, and at present no staff hold food hygiene certificates. Pre-school children enjoy healthy options, such as crackers and cheese, fruit and vegetables and a choice of milk or water and are offered fruit as they leave. An 'open' snack time is offered to pre-school children enabling them to have snack throughout the session when they feel hungry. Children are well supported at this time and are developing social and communication skills and a level of independence as they help themselves to and pour their own drinks. All children access drinking water at all times during sessions including during outdoor play.

Staff promote children's physical health as they offer them daily opportunities to be out of doors. Children are able to move freely between indoors and outdoors. Staff also make use of the school hall when outdoor play is not possible.

Staff have an understanding of the 'Birth to three matters' framework and are beginning to use this in planning activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff make appropriate use of the available space both in and outdoors to provide the children with access to a range of activities and opportunities. Children have access to one room for messy and imaginary play, with a second room used for other activities. Children move freely between both rooms as they make choices about activities. Since the last inspection children now have the opportunity to be involved in outdoor play within an enclosed area. Again, children are able to freely move between the two rooms and outdoor play area. Although the premises are in need of refurbishment which is planned for the near future, staff ensure that areas are kept clean and tidy between and during sessions to ensure children are kept safe and healthy.

Children access a varied range of toys and equipment, which are appropriate for their age and developmental stage. Children both within the pre-school and after school club make choices about activities during sessions from the resources set out for them and from labelled boxes. Children are also able to make suggestions to staff about additional resources or activities. Toys and equipment are regularly checked for safety and hygiene ensuring that children are safe at all times during their play.

Safety is satisfactorily promoted as staff undertake risk assessments and daily checks of areas used and equipment prior to children's arrival. Staff keep up to date with issues through attendance on training such as, risk assessment and health and safety training. Children are encouraged to keep themselves safe through reminders about not running indoors and the safe use of tools and equipment. Children participate in fire evacuations, however, these are not carried out frequently enough to cover all children attending.

Staff have an awareness of child protection issues and procedures ensuring children's welfare is safeguarded. An updated and appropriate policy is now in place and is made available to staff, parents and carers.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arriving both for a pre-school session and for the after school club are happy, settled and eager to participate. All children access a range of play experiences each day, for example, construction activities, craft, imaginary and experimental play. These activities are age and developmentally appropriate.

Pre-school activities are generally organised around themes throughout the year. After school children make independent choices about their activities during the evening. All children access labelled resource boxes or make suggestions to staff about additional resources or activities.

A high ratio of qualified staff work with children within the pre-school and after school club. Staff have an understanding of the Curriculum guidance for the Foundation Stage and use this to plan a range of activities for pre-school children. Staff have recently begun to consider the 'Birth to three matters' framework in their planning. After school club children have the opportunity to make their own choices about their activities on a daily basis, but staff make observations and offer guidance when required.

All children move freely between rooms involving themselves in the activities offered. The development of an outdoor play area enables both pre-school and after school children to have daily opportunities to be outdoors, and although pre-school children enjoy some activities outdoors such as, trikes, sand tray, small climbing frame and slide, the resources and equipment outdoors are not yet fully developed. After school children also have use of the school fields to participate in football and other large group games.

After school children confirm that they are happy with the club and enjoy attending. They have good relationships with one another mixing and making friends from different classes and other schools, and snack time is a socially interactive time with a buzz of excitement and conversation. Children are considerate towards one another inviting friends to join in with their games and helping one another within activities.

Nursery Education

The quality of teaching and learning is satisfactory.

Children are engaged in activities and opportunities which supports their learning and development across the six areas of learning.

Children arrive happy and eager to participate in the activities on offer. They are confident as they speak in front of others at circle time and during other activities. They are developing good relationships with each other and show consideration for one another, for example, one child warns another about being careful when using scissors. They are becoming independent as they make choices about their activities and as they help themselves to snacks and drinks. Children are becoming competent communicators as they talk to staff and one another at activities using good language and vocabulary. They are using developing language as they create imaginary stories within role play. Children are able to make marks, with some children able to form letters. Children are learning to recognise their own first name. They understand how books work and enjoy listening to stories and looking at books with staff support.

Children have an understanding of numbers and number operations and are able to count and recognise numbers. They are developing an understanding of mathematical language such as, big and small, tall and short. Staff use everyday spontaneous activities to develop mathematical concepts. Children are developing an understanding of their own environment as they go for walks in the local community and enjoy visitors to the group, such as the school crossing person. They develop an appreciation of the wider world as they celebrate festivals. Children competently use a computer keyboard and mouse and skilfully use construction equipment to build three dimensional models.

Children's physical development is promoted both in and outdoors, for example, as they use the school hall for music and movement and weekly physical education (PE) session. Children's imagination is developing through access to a range of resources, for example, as they play within the home corner and as they create an imaginary café. Displays show children have used a variety of textures and techniques in their art and craft, for example using hand prints to create hedgehog paintings.

Activities are organised around themes throughout the year. Staff formulate long, medium and weekly plans as a team during planning sessions and have introduced a system for evaluating planning and activities. Staff make observations of children's progress and achievements at focussed activities and spontaneously throughout sessions which are used to complete children's developmental records. However, there are several systems in place for the recording of observations, development and achievements, which are time consuming and cause some duplication of information.

Helping children make a positive contribution

The provision is satisfactory.

Children attending have equal access to the activities and opportunities offered. Children are given opportunities to look at the wider world as they celebrate festivals from around the world and are encouraged to join in with all activities. For example, girls participate in football coaching and games. Children access some resources that promote diversity, for example a range of books and posters. Children's spiritual, moral, social and cultural development is fostered appropriately.

Staff are aware of children's individual needs and circumstances and work with parents, carers and other professionals when necessary to ensure all children are enabled to participate fully in the activities and opportunities offered. Staff work well with children on a daily basis, supervising children with particular needs through observation, enabling them to integrate and be included as part of the group. Verbal and written feedback on children's progress is given regularly to parents and carers, ensuring they are kept up to date with their child's development.

Children's behaviour is good. They share and take turns with toys and equipment and play cooperatively at activities. Older children within the after school show consideration for younger children as they invite them to join them in activities. A positive behaviour management policy and staff support encourages children's good behaviour.

Partnership with parents and carers is satisfactory.

Children's placements benefit from positive partnerships with parents and carers. Staff give verbal feedback to parents and carers upon collection, who confirm they are happy with what the provision offers their children and feel able to discuss their child's placements with any staff member. The setting have introduced a system of non-contact time for key workers within the pre-school giving staff time to complete developmental records on children. Parents and carers are encouraged to discuss their child's development with staff during this time. A parents evening also gives parents and carers the opportunity to discuss their child's progress. Developmental records are accessible at all times.

The groups policies and procedures file which includes all required policies is made available within the entrance area. Notice boards within this area contains information about staff and qualifications, activities, food provision and other childcare information. A recently devised prospectus gives parents and carers information on both parts of the setting, and information on the educational provision for pre-school aged children.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory.

There are two managers within the setting who take on specific roles within the organisation. Staff members within the team also have specific roles and responsibilities. Managers monitor and evaluate the provision making observations of activities and staff performance, and are considering formulating appraisals systems in the near future.

The managers are aware of changes in legislation and have access to procedures for dealing with the recruitment, selection and induction of staff. Appropriate staffing files are available which include information on qualifications and training. Some committee members checks are currently going through, and managers are aware of the requirement to ensure Ofsted are informed of changes in the committee.

Appropriate staff-child ratios ensure that children are cared for safely. Several staff are trained in first aid and are able to respond effectively to accidents or incidents providing the children with appropriate treatment and support. A high proportion of staff are qualified, and opportunities are now available for staff to attend courses to enhance their existing skills.

Legally required documentation which contributes to children's health, safety and well-being is in the main in place, however, not all parents and carers have given consent for the seeking of emergency medical treatment where applicable.

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, a number of issues were identified as areas for improvement which related to: informing Ofsted of significant events, vetting procedures and staff records; and the formulation of some policies and procedures.

All of these issues have been appropriately addressed. The managers are aware of the need to ensure that Ofsted are informed of any significant changes to the provision, staffing or committee members. Appropriate information on staff, such as information regarding clearance, qualifications and training is now kept securely on site at all times. These improvements ensure that children are cared for safely by adults who are appropriately vetted.

Policies in relation to child protection and complaints along with an appropriate complaints record have been formulated and are available at all times for staff, parents and carers. The formulation of these policies and procedures has improved the organisation of the setting and ensures that staff, parents and carers are clear about the procedures that are in place to protect their children.

Following the last nursery education inspection, four recommendations were raised. The registered provider was asked to: provide the children with regular opportunities to develop physical skills and an awareness of healthy practices with regard to outdoor activities and nutrition; provide parents with good quality information about the setting and its provision and keep them well-informed about their child's achievements and progress; implement systems to monitor and evaluate the provision for nursery education provision and provide a range of resources so that children can explore, experiment and investigate freely to see why things happen and how things work.

Children have the opportunity to access daily outdoor activities which includes opportunities to develop large physical skills. Children enjoy healthy eating. Staff talk to them about having a healthy lifestyle, about the effects exercise has on their body, and listen to their heart beat through stethoscopes. The development of these opportunities promotes children's good health.

Parents and carers now have access to information on their child's development as they are invited to a parents evening and to visit the setting during their child's key worker non contact time. Developmental records are available at all times. The provision of information for parents and carers ensures that they are aware of what their child will be involved in whilst attending the setting and how staff aim promote their overall development.

Staff are developing systems to monitor and evaluate the educational provision and work in this area is continuing.

Staff plan activities and opportunities for children to explore and investigate. They have implemented an interactive table which allows children access to items such as, magnifying glasses. Children use these to look at items and objects they have brought in to match their

'autumn' theme. The provision of activities for children to explore and experiment helps to develop their natural curiosity and understanding of how things work.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. Ofsted received concerns relating to National Standard 1 (Suitable Person). An Ofsted inspector visited the provision on 8 October 2007. An Action was raised and satisfactorily met by the registered provider. 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 complaint record may contain complaints other than those made to Ofsted.

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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):

- review the arrangements for the preparation of snacks and provide staff with food hygiene training
- conduct fire drills on a more regular basis
- ensure all parents and carers give consent for emergency medical treatment where applicable.

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 outdoor resources and activities
- continue to develop systems for recording observations and use these along with planning evaluations to plan the next steps for children's learning.

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