

Cassel Fox Kindergarten

Inspection report for early years provision

Unique Reference Number	307455
Inspection date	27 February 2008
Inspector	Jane Pamela Berry
Setting Address	Broughton Jewish Cassel Fox Primary School, Legh Road, Salford, Lancashire, M7 4RT
Telephone number	0161 792 7738
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Registered person	The Governing Body of Broughton Jewish Primary School
Type of inspection	Integrated
Type of care	Full day 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 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?

Cassel Fox Kindergarten opened in January 1997. It operates in a purpose built building within Broughton Jewish Cassel Fox primary school in the Broughton Park district of Salford.

The provision is registered to provide care for a maximum of 30 children. There are currently 24 children on roll, of whom 19 are nursery education grant funded. Children attend for a variety of sessions. The kindergarten opens Monday to Thursday from 08.30 until 15.30 and 08.30 to 13.30 on Fridays during term time.

Five staff work with the children, the majority of whom hold an early years qualification to level 3 or above. 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 good.

Staff implement highly effective procedures to promote children's good health, which results in children learning good routines and hygiene practices. They wash their hands at appropriate times of the day, such as before snack time and after going to the toilet. The children learn to take responsibility as they eagerly help to tidy up at the end of each session. Effective procedures are in place to prevent the spread of infection. For example, children with infectious illness are not admitted and staff contact parents if children become ill during the session. Children are treated appropriately for minor injuries as most staff are qualified in first aid and a fully stocked first aid box is within easy reach. Staff's ability to maintain appropriate records promotes children's safety and welfare.

Children are developing an understanding of the importance of healthy eating as they are provided with healthy snacks and fresh fruit on a daily basis. A choice of water or milk is available at snack time and drinking water is available throughout the day, helping children to keep themselves hydrated and refreshed during the session. However, this is stored in the children's bathroom which is not ideal and inhibits children's independent access. The children are developing health and body awareness as they talk about healthy eating whilst making faces from vegetables and exploring topics on making healthy choices, such as 'foods that are good for you'. These are discussed and followed up as the staff support children's learning during role-play in natural and spontaneous play. The children also learn how to look after their eyes and teeth through visits from an optician and a nutritionist. Children's dietary needs are fully met as information is obtained when children start attending the kindergarten. Snack times are relaxed, social occasions where children sit together with their friends and chat.

Children's physical development is exceptionally well promoted as time is allocated each day for children to enjoy being outdoors. This includes well resourced areas and activities, including ball skills, construction, and a messy and sensory area for experimentation. They have outstanding opportunities to develop their large muscles both indoors in the hall and outside. The children take part in activities which rapidly promotes their physical coordination, such as playing on the balancing beams or with the bats and balls. They confidently climb adventure play equipment, scramble under and over obstacles and develop very good spatial awareness as they ride and balance on wheeled toys. They often dance rhythmically to music in planned and spontaneous opportunities and some of the children proudly excel in these areas.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children develop a sense of belonging as they receive a friendly greeting from staff on arrival. Staff take time to speak to all children, which helps them to feel welcome and valued. Rooms are well lit and are maintained at an adequate temperature to ensure children's comfort is secured. All areas are extremely well organised allowing children to move around and play freely with few distractions. Children are able to participate in active or more relaxed activities, such as sitting quietly in the attractive book corner and looking at books of their choice. They read stories and look at the pictures together with a friend and on their own. They show good levels of concentration and interest at these times.

The children are kept safe from unwanted visitors and are unable to leave the premises unescorted due to the highly effective security measures. The entry system is secure and children and visitors are signed in and out of the building. Both the inside and outside areas are kept safe through daily risk assessments and all staff are clear on their responsibilities. An effective fire evacuation procedure is in place and drills are usually practised with the children to ensure they know what to do in the event of an emergency.

Children's welfare is protected because staff have a very good understanding of safeguarding issues and they are absolutely clear about their responsibility with regard to keeping children safe from harm. Key staff have attended training in this area and all the relevant information and contact details to safeguard children's welfare are securely in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the kindergarten happily and separate from their parents and carers without any reservations. They access an extensive range of activities, both indoors and outside which promotes their development in all areas. The children are clearly comfortable and secure within the setting as they snuggle up to their key person and listen to stories. There is a very good balance of adult and child-led activities, such as the well managed group and circle times. Staff have an excellent understanding of the 'Birth to three matters' framework, which they currently incorporate into the overall planning through interesting themes and project work. Children's positive attitude to learning is very well fostered and developed through close effective relationships with staff and with each other. The children show excellent levels of concentration as they help to make shapes out of play dough.

Nursery Education

The quality of the teaching and learning is good, and in some aspects the practice is exceptional. For example, the science project shows excellent practice where children can explore movement and technology, through wind socks and an electric bubble machine. This enhances children's learning enabling them to progress rapidly. Staff have a secure awareness of the Foundation Stage and how children learn, which is reflected in the varied range of play opportunities planned and provided spontaneously for the children. Planning covers all six areas of learning, however, it does not clearly identify the next steps for children's progression. Clear learning objectives are also not consistently identified for children experiencing difficulties with their development. Although, staff know the children well this means some gaps arise in assessments. That being said, the majority of the children are making very steady progress towards the early learning goals, and in some instances exceed the stepping stones expected for their age. A range of teaching methods are used very successfully to meet the needs of the children. Staff employ good questioning techniques to extend children's thinking as they play and to keep them on task. Children benefit from exceptionally well organised areas of continuous provision. This enables them to choose from a vast range of activities, such as water play, mark making, gluing and sticking and imaginative play. Resources are utilised across all areas of the curriculum. For example, children take their dollies for a walk outdoors, stopping off in the Polar Café to have a drink and to feed their babies. The children use their imagination well as they pretend to take orders and cook for their guests.

Children develop high levels of confidence as they engage in self chosen activities. For example, children have fun gluing and sticking their own creations. They form very good relationships with adults and their peers and are eager to invite others to join them in their play. Children

are developing excellent listening skills as they sit quietly at circle time to listen to each other recall what they did during the holidays. Whilst playing on the computer they watch and listen intently as they patiently await their turn. In these situations they are learning to share and to take turns. They learn to link sounds to letters as they enthusiastically bring in items from home beginning with the letter of the week. Staff maximise on available opportunities to develop the children's handwriting skills, through practical activities, such as making shopping lists. Children learn that print carries meaning as items around the room are labelled and they are able to recognise their own name as they self register on arrival.

Children are making very steady progress in their mathematical development. Numbers are incorporated into everyday routines, such as counting the number of children present during snacks. Excellent opportunities are provided for children to explore capacity, weight and measurement. For example, understanding that the plastic hippopotamus weighs more than the feather as they try to blow them through a straw, when talking about movement. Children are able to explore and investigate nature as they plant seeds and watch them grow. Well resourced creative areas allow children to express themselves freely, realising their natural creativity. They explore colour as they make collages and use their imagination as they role-play stories and engage in small world play.

Helping children make a positive contribution

The provision is good.

All children and their families are warmly welcomed into the nursery. Children form good friendships with each other and are pleased to see each other when they arrive. They develop pride in their achievements through attractive displays of their work and positive feedback. Very good links are made with the adjoining school, for example, joint assemblies and meetings with the teacher ensure make transitions from kindergarten to reception confidently.

Children are becoming aware of the wider world and are developing positive attitudes towards each others' differences. They use resources that promote equal opportunities; these include multicultural books, small world play, jigsaws, dressing up clothes and dolls. Children learn about other cultures, for example, reading quality books, such as 'Handa's surprise'. The children are clearly secure within the routines and like to help out. They are very well behaved and display positive dispositions to learning. Staff use consistent strategies, such as rewarding and praising children for good behaviour and providing explanations for unwanted behaviour. This encourages children to work harmoniously together. Therefore, children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and disabilities are supported within the setting. Good quality information is obtained from parents and good links have been established with outside agencies to ensure the needs of the children are met. However, assessment of their needs is not always conducted in a timely manner. The provider is aware of the changes in the complaints legislation, however, the information displayed for parents has not been updated to reflect these developments.

The partnership with parents and carers is good. Parents receive good quality information about the curriculum when children start. Parents evenings and newsletters are organised to keep parents updated on their children's care and education. Parents spoken to stated they are very happy with the service provided. Discussions demonstrate that they feel a warm, caring and enjoyable environment is promoted. They are given a comprehensive information booklet, which provides detailed information on the settings policies and procedures. An initial parents

meeting provides an opportunity for parents to meet staff and become familiar with the routines. Parents value the daily communications with staff, they are pleased and reassured with the care provided because their children are happy and enjoy attending the kindergarten.

Organisation

The organisation is good.

Children's welfare is fully safeguarded because effective procedures ensure children are cared for by qualified staff who are suitably vetted. There are procedures in place to monitor the continuing suitability of staff. Staffing levels are organised to ensure the required ratios are suitably maintained and that children receive good levels of attention and support. Children gain confidence and respond to daily routines, which provide consistency and familiarity in their lives. Documentation is exceptionally well maintained for all children with very few exceptions, such as one or two parents have not signed the accident records despite being asked to do so. All the necessary policies and procedures are securely in place and work very well in practice, therefore promoting children's health, safety, enjoyment and achievement and ability to make a positive contribution.

The leadership and management of the nursery education is good, with some outstanding features, such as the ongoing communication to share best practice throughout the whole school. The manager meets with the head of the school to cascade information and to adopt exemplary practice, for example, sharing ideas for 'communication through phonics'. Staff are aware of their roles and are highly supported by the manager who works directly with the children and holds regular meetings to discuss planning and the children's progress. The manager has built a strong, committed staff team who work well together and clearly enjoy what they do. Annual appraisals allow the staff to identify their training needs and the manager works closely with the local authority, demonstrating a very positive attitude to improving the quality of care and education for children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection an action was raised to ensure the staff to child ratios are met at all times. The provider was also asked to ensure any persons not vetted are never left unsupervised with children and to obtain written parental consent for emergency medical consent for all children. All of these issues have been satisfactorily addressed resulting in a safer and well organised environment for the children.

Complaints since the last inspection

Since April 2004 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.

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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):

- develop storage and accessibility to promote children's intake of fresh drinking water, both supported and independently
- evidence the support afforded to children experiencing difficulties with their development in line with the 'Code of Practice for Children with Special Educational Needs' (also applies to Education)

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):

- define children's next steps in their learning journey more clearly.

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