

# Lepton CE Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	311290
<b>Inspection date</b>	29 January 2008
<b>Inspector</b>	Jill Lee
<b>Setting Address</b>	Lepton CE J, I & N School, Station Road, Lepton, Huddersfield, HD8 0DE
<b>Telephone number</b>	07974599010
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Lepton CE Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Lepton CE Pre-School opened in 1978. It is managed by a management committee of interested parents. It operates from a portable building in the grounds of the Church of England school at Lepton, a village outside Huddersfield. The pre-school serves the local area. Children attend a variety of sessions each week.

Children are cared for in one room. They have access to a secure enclosed outdoor area. The pre-school is open each weekday during term time from 9.05 to 11.45. Children may also stay for lunch from 11.45 until 13.00.

The pre-school is registered to care for a maximum of 26 children. There are currently 40 children on roll, of whom 9 receive funding for nursery education. There are four staff employed to work directly with the children, all of whom hold an appropriate early years qualification. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority. They achieved Aiming for Quality, the quality assurance scheme of the Pre-School Learning Alliance, in October 2007.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children love playing in the fresh air each day. They are able to choose outdoor activities freely and spend much of their time outdoors. They love pedalling the bikes fast and parking in the numbered parking bays. They practise balancing skills when they set up the obstacle course and clamber on the log stepping stones. They use the climbing frame with confidence, although access to it is more limited in wet weather. They get out the 'wet weather gear' and enjoy 'puddle jumping'. They sometimes enjoy a 'forest walk' in the school grounds. Children are developing a healthy independence and feel secure because staff give them confidence to try out new challenges. Physical play is well planned to help children use their bodies in a variety of ways. Indoor physical play is planned, and music and movement sessions, when wet weather precludes outdoor play.

Children are protected from infection, as staff implement health and hygiene guidelines systematically. Arrangements for first aid and administering medication effectively protect children. Staff use daily routines well to help children learn how to keep themselves healthy. For example, they learn that they must always make their hands germ free after using the toilet and before they eat their snack. They wash and dry their own hands after messy activities and get tissues independently to blow their nose. They become increasingly self assured in attending to their own personal care.

Staff are well informed about children's health and dietary needs. The snack menu is balanced and healthy, always including fruit or vegetables. Children are introduced to different foods at snack time, encouraging them to try new tastes. They often help prepare their own snacks, for example, they peel their own satsumas and butter their own toast. Snack time is sociable and relaxed. Staff sit with children, talking about healthy foods and ways to keep their body healthy. For example, they explain why it is better to eat some fruit to make their teeth clean again, after sharing some celebration birthday cake.

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

The provision is good.

Children's understanding of safety is promoted because staff constantly reinforce limits and boundaries within everyday activities. They routinely remind children about safe practice, like why it is not safe to climb on the table or to walk around with scissors. They recite a rhyme about the dangers of matches each time they light the birthday cake candles. They teach children appropriate skills to manage the large play equipment safely. Appropriate planning raises children's awareness of how to keep themselves safe, for example, they talk about road safety before their outings to local places. Children are well supervised and are encouraged to behave in responsible ways.

Children learn to use the large and well planned space purposefully, as staff enable them to access all areas of the environment with safety. A well considered range of good quality resources is stored at child-height, so that children can select them without help. Appropriate risk assessments are conducted, especially of the outdoor area, as risk of vandalism is high. The gates to the outdoor area are always kept padlocked when children are playing outdoors. Arrangements for the collection of children are carefully considered, as all parents arrive at the

same time at the end of the session. Registers are kept correctly, evacuation procedures are practised routinely and details of visitors are recorded.

Children are cared for by staff who know them well. They help them feel able to share their feelings and make their needs known. Staff work closely with parents, so that they understand home circumstances. They understand their responsibilities in relation to protecting children. They have received information about the procedures of the Local Safeguarding Children Board, which is displayed. They have, however, not had the opportunity, for example, by attending training, to familiarise themselves with these procedures and update their knowledge of their responsibilities within them. Systems are in place to record any concerns, although the expectation regarding the recording of existing injuries is not sufficiently clear to staff.

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

The provision is good.

Children love coming to the pre-school. The atmosphere is relaxed and welcoming, so that children are helped to feel very settled and secure. They are cared for by staff who show interest in them and listen closely to what they say. They become confident and independent, as they plan their own play. Activities and resources are well planned to provide opportunities in all areas of their development. They freely explore and make good use of the whole environment, both indoors and out. Activities are child-led, so that children's play is mostly uninterrupted by routines or adult-led activities.

Children are able to freely explore their own ideas in exploratory play. They use lots of different media, like sand, water, paint and dough. They fill pipes with water outdoors and pretend to be firemen. They float boats in puddles and paint the fence with water. They roll and stretch mint-scented play dough and make a sensory tree. They make wonderfully colourful collage pictures with scented paper. Their imaginary play is very well nurtured, so that they are confident to develop solitary play or to involve others. They form good friendships and learn to play together cooperatively. Children become interested in the natural world, as they plant sunflowers and grow cress, use magnifying glasses to look at insects and explore pine cones in frozen water. They make musical shakers and enjoy banging on the pans outdoors to make different sounds.

Children under three years are supported well. Staff observe children closely and talk frequently with parents. The play environment enables children to develop at their own pace, becoming fully engrossed in the activities which absorb them most. Staff are aware of the 'Birth to three matters' framework and use it appropriately to support and develop younger children's confidence, as they settle in the pre-school. Routines are relaxed and allow continuous opportunities for freely chosen play but also include some structure, like shared snack time. Staff acknowledge that planning for resourcing of some areas of the environment to meet both the safety needs of two year olds, whilst promoting challenge for older children, presents ongoing dilemmas.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a clear understanding of the Foundation Stage curriculum. Well considered planning of the daily environment ensures that children access a balanced range of appropriate activities, which sustain their interest. Children are enthusiastic and learn to concentrate well with activities they enjoy. However, the detail

in planning does not sufficiently clearly identify new teaching, enhanced stimulus or planned differentiation within the everyday environment and daily routines.

Children communicate confidently and use language well to share their own experiences. Staff sometimes plan a 'talking table'. Children love stories and listen attentively. They enjoy a range of factual books to promote their awareness of the world around them. They have many opportunities to practise mark making and are able to write for real purposes in their role play, for example, at the post office. They learn to recognise their name and staff promote their interest in letters and sounds through everyday conversations and planned rhyming activities.

Children count and become familiar with the language of number, shape and size in everyday activities. They learn to match numbers as they sort the jigsaws back into the right box at tidy up time. At group time, children act out number rhymes using well planned props. They investigate mathematical ideas, as they roll and shape dough, fill and empty containers in the water and construct models. They routinely enjoy baking activities. Staff do not actively maximise opportunities, for example, in construction and 'design and make', for children to explore maths concepts independently in their play and to solve practical problems.

Children develop awareness of the natural and wider world. They talk about the seasons and the weather, as they decide what clothes to wear, and enjoy digging in the bark chippings. They use both the computer and the cassette player independently. They access the creative workshop freely to explore their own creative ideas.

Staff interactions with children effectively stimulate their curiosity and interest. They model skills and consistently reinforce expected behaviour, so that children learn to use all activity areas productively. Staff have developed clear systems to observe children in their play and record their individual progress. Assessments of progress are not sufficiently clearly linked to the stepping stones and staff do not always fully utilise the information directly to plan next steps in learning and differentiate learning opportunities. This means that there is often insufficient challenge planned, especially for older and more able children.

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

The provision is good.

Children are cared for by familiar and well known staff in an inviting and welcoming environment. They quickly develop a strong sense of belonging to the pre-school. They enjoy warm and trusting relationships, which promote their confidence and self-esteem. Children's good behaviour is sensitively encouraged and supported, so that they learn to be kind, caring and polite. They are good at sharing and learn to take their turn, for example, as they queue for the computer. They help in daily routines, by wiping the tables for snack, sweeping up spilt sand and helping to put all the toys away at the end of the session. Staff clearly explain why certain behaviour is unacceptable, so that children feel well supported, understand expectations and know that staff will always help them to resolve any difficulties.

Children learn about different cultures and lifestyles as they engage in activities that reflect their local community and wider world. They learn about how people celebrate special events in different ways. For example, they learn about Rosh Hashanah, enjoy making Mehndi patterns on their hands and practise tossing pancakes for pancake day. They use books and resources which show positive images of other cultures and abilities. Outings in the local community are planned and regular visitors to pre-school, like the lollipop lady, the policeman and the nurse, help to promote children's awareness of the people who help us. They take part in environment

week and think about recycling. Staff very successfully create an environment in which children join in actively, making lots of their own choices and decisions. Children's spiritual, moral, social and cultural development is fostered.

Parents enjoy very relaxed and comfortable relationships with staff, which promote children's sense of security. The information brochure clearly outlines helpful hints for new parents and involvement opportunities. Staff work very hard to encourage parents' active involvement in pre-school, for example, parents routinely volunteer to help on the rota and are encouraged to be members of the management committee. Regular newsletters ensure they are kept fully updated about pre-school issues. Parents feel very confident to raise any concerns. The complaints procedure clearly reflects current requirements but is not readily accessible to parents. It does not contain the contact details of the regulator, although this information is displayed separately on the parents noticeboard. Policies and procedures are available in the playroom, but are not clearly presented with other information for parents.

The partnership with parents and carers is good. Parents receive an information brochure, which includes detail about the Foundation Stage curriculum. Photographs are used well in development records to record and share children's experiences. Staff have also developed photograph books to reflect activities in different curriculum areas. Parents complete an information sheet, 'All about me', when their child starts at pre-school, and they communicate informally about their child's progress on a daily basis. Parents are able to access their child's development profile, and also contribute to the record by using 'home achievement' slips. Planning is displayed to help parents share in their child's learning.

## **Organisation**

The organisation is good.

The pre-school is well organised to promote children's welfare and safety. Staff are deployed very effectively to ensure appropriate levels of care and supervision. They are suitably skilled and experienced to enable them to support children's individual needs well. Daily routines are relaxed and flexible. Staff are well supported by an active and interested management committee. Good links have been developed with the school, including appropriate planning for transition.

The leadership and management of children's care and education is satisfactory. Space and resources are organised well to promote children's independent participation. Staff work together effectively as a cohesive team. They have regular meetings to assist planning and to share information about children. Systematic appraisal of staff training needs, together with regular consultation with the local authority advisory teacher, helps to promote their ongoing development. Evaluation of practice is informal, rather than structured and systematic. Observations of children help staff to monitor their progress, but they are not used consistently to plan next steps in their learning. There are no clearly established systems in place to monitor the quality of teaching and its impact on children's learning.

Required policies and procedures are in all place and mostly implemented effectively, so that children's welfare is fully safeguarded. Recruitment systems are robust, ensuring that both staff and members of the management committee are suitable to work with children. Documentation is accessible and stored confidentially. Required documentation which contributes to children's health, safety and well-being is in place and procedures for their regular review and updating are clearly established. Parents' wishes regarding their child's care clearly influence day-to-day practice and clear written agreements are recorded.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection the pre-school was asked to develop the procedures to seek parental consent for emergency medical advice or treatment and to include written information in the equal opportunities policy regarding the needs of children for whom English is a second language. They were also asked to develop written procedures to show how staff are recruited, how equal opportunities are promoted and to provide a statement of the aims of the pre-school. With regard to nursery education, they were asked to extend the resources to promote children's physical development, ensure children are grouped effectively for learning activities, to provide more opportunities to enable children to explore the environment and to provide parents with detailed information about the curriculum within the setting.

Clear parental consent is now obtained to seek emergency medical advice or treatment. The management committee has recently reviewed and updated all pre-school policies. Procedures for staff recruitment are clearly defined and administered. The equal opportunities policy appropriately reflects all areas of practice and staff consider ways to raise children's awareness of other languages, by displaying signs and introducing dual language books. The aims of the pre-school are clearly reflected in the parents brochure. These measures help to ensure that practice is consistent, parents are well informed and children's welfare is promoted.

The outdoor area of the pre-school has been developed to provide both a paved and grassed area for children's outdoor play. Children are able to use large play equipment routinely, although their access to this is more limited in wet weather. They access the outdoor environment freely each day, allowing them lots of opportunity for active play and exercise. Staff have introduced a wider range of planned opportunities for children to enjoy experiences using the outdoor and local environment. This is enabling children to become much more aware of the natural world and their local community. Staff are developing ways to inform parents about the Foundation Stage curriculum. Information is included in the parents brochure and in all areas of the continuous provision within the play environment. Curriculum planning is displayed and parents are clearly informed about the daily topic. This is helping parents to have the opportunity to be more actively involved in their child's learning experiences.

### **Complaints since the last inspection**

Since 1 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.

## **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 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):

- ensure all staff are fully familiar with their responsibilities within the procedures of the Local Safeguarding Children Board and improve the consistency of recording of incidents and existing injuries
- monitor how meeting the different needs of both younger and older children influences planning and resourcing of the environment
- include the contact details of the regulator in the complaints policy and make policies more readily accessible for parents' information.

### **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):

- link observations of children's interests and achievements more directly to planning of the next steps in their learning
- clarify the focus of teaching and enhance planning for differentiation in the everyday environment, to challenge especially older and more able children and extend their learning
- establish systems to monitor the impact of teaching on children's learning and develop a more structured and ongoing approach to self evaluation of practice.

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)