

Cherry Burton Pre School

Inspection report for early years provision

Unique Reference Number	314597
Inspection date	16 May 2007
Inspector	Christine Tipple
Setting Address	The Village Hall Main Street, Cherry Burton, Beverley, North Humberside, HU17 7RF
Telephone number	07772 174 178
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Registered person	Cherry Burton 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 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?

Cherry Burton Pre School is operated by a voluntary management committee. It was registered in 1988. It operates from a village hall in Cherry Burton, which is a village near to Hull. The pre-school is open each weekday from 09.15 to 12.00 term time only. There is an enclosed outside play area available.

A maximum of 24 children under the age of five may attend at any one time. There are currently 28 children on roll, of these 17 receive funding for nursery education. Children attend from the village and surrounding areas.

The pre-school employs four staff, all have early years childcare qualifications. The pre-school is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children manage the daily routines and their personal care with increasing independence and confidence. The facilities in place ensure the children have appropriate provision to wash their hands and this is supported by staff with the occasional reminder. There is a detailed policy in place that promotes good practice in all areas of health and hygiene. Details of the care of children when ill is clear and shared with parents to minimise cross-infection effectively.

Children have daily snacks which offer them healthy options, such as fruit and vegetable sticks, crackers and cheese. The children have some independence in helping themselves to what is provided. Staff discuss being healthy with the children regarding the foods they eat and through other related activities. Milk is served daily and water is offered throughout the session. The children's dietary needs are recorded and monitored by the staff.

Children have regular opportunities to practise their physical skills. The children have good access to the outside area which is currently being upgraded. The hall offers space for the children to use larger equipment, such as the parachute, and participate in music and movement activities. The children use balls and hoops and have group games. The range of smaller tools and equipment provide good opportunities for the children to develop their smaller muscle skills, such as through creative and construction resources.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are welcoming to the children and parents, and are warm and suitably maintained. The space is organised to offer the children a varied and balanced selection of equipment, resources and activities which are of good quality. The staff are vigilant in their approach to safety issues. Risk assessments are routinely reviewed and staff take responsibility on a daily basis to all areas of the children's play and their access to the resources and activities.

The children take part in the fire evacuation procedure which enables them to gain an understanding of what they do in an emergency situation. The children know to walk and not run indoors and to use the equipment and resources safely as the staff promote this effectively with the children. They go out in the local area for walks and this helps the children understand road safety, as they keep together and listen and look out for any traffic coming.

The staff have ensured their knowledge and understanding of safeguarding children is kept up to date by attending training. This is supported by a detailed policy and other relevant information which is shared with parents. All appropriate measures are in place to protect children and to report any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

The children are happy and settled at pre-school. The staff provide an environment which offers the children a range of play and learning experiences. However, the organisation and planning of activities and access to resources for the children is not continuous throughout the whole session. Staff are in the early stages of introducing the 'Birth to three matters' framework with

the younger children. All the children have a key worker allocated to them who provides a consistent contact for the children and ongoing reassurance. The relationships between the younger children and staff provide positive opportunities for the children to develop their social and language skills, to settle and be confident and to develop their self assurance.

Nursery Education

The quality of teaching and learning is good. The children demonstrate a positive approach to play and learning and are interested in what is provided. Staff interact with the children to enable and support their learning, through their sound understanding of the early learning goals and of how children progress through the stepping stones. The staff plan for the children's individual needs as they evaluate their progress and suitably support and extend the children's learning experiences. The staff have developed how they collect evidence of what the children can do and this is clearly recorded in each child's file.

The children have good opportunities to communicate with each other. The staff effectively engage the children in asking questions and show an interest in what the children say and do. There are a selection of good resources and opportunities that promote and develop the children's early mark making and writing skills. There are displays of the alphabet and the children's name cards are used at registration. Good use is made of books, and at story time props are included to engage the children to participate. There is a book lending service which enables parents and children to read together at home. Children use numbers in all areas of their play and most of the children are confident in counting to 10 and beyond. Older children recognise and write numbers which is supported with the number line. Mathematical concepts, such as more or less, are part of the language used with the children, as they count how many boys and girls are attending and then add these together. Children in their printing activity use different shapes including hexagons. Other language used with the children includes heavy, full and empty.

The children learn about their local community through walks and other activities. There are visitors who come to pre-school, such as people that help us and the zoo lab. Children grow seeds and plants and there is daily information discussed with the children about the weather, and this links to the seasons. The children have good opportunities to construct and make models which are saved for parents to see and this gives the children pride in what they achieve. There is access to a computer and other programmable equipment. Children are able to use a selection of resources and materials that enable them to develop their creative ideas. For example, the children extended their shape printing to painting their hands and printing with them. Children have daily access to the role play area where they can act out their experiences and develop their imaginary skills. Music, movement and singing are well received and enjoyed by the children.

Helping children make a positive contribution

The provision is good.

The children's individual needs are valued and supported by the staff. The children have access to resources that reflect diversity and the wider world and this is extended through access to the toy library. All the children are able to participate in activities and use the resources and equipment provided in the pre-school. The children have regular visits within the local community, such as the post office, farm and school. Support is provided for children with various needs and this promotes an inclusive approach by the staff. Children's spiritual, moral, social and cultural development is fostered.

The children's behaviour is managed effectively by the staff who are confident in their approach. Children respond to the clear boundaries in place. They help to tidy up and they are developing their skills in sharing and taking turns and using their manners with each other and with staff. The staff take the time to explain to the children why their behaviour is not acceptable. Praise and encouragement are used positively with the children to promote the children's self-esteem and confidence in what they do.

Partnership with parents and carers is good. Parents are provided with a range of clear and detailed information through the welcome pack about pre-school, which also includes the policies and procedures. There is also a noticeboard, and newsletters are sent out from the committee and staff which informs them about the activities provided and the learning outcomes for the children. These provide parents with confidence in the quality of the care and education provided for their children. There is a key worker system in place that offers a contact for both the parents and children. There are daily opportunities for parents to talk with staff and this is very effective. The parents have ongoing opportunities to access their children's files. This is extended by the staff who offer a yearly open day to invite parents to see what their children have done and to discuss further their attainment and progress. There are ongoing opportunities throughout the year for parents to make comments and suggestions. Parents can be part of the management committee and be on the rota to help at pre-school. The parents' comments about the pre-school and staff are very positive and supportive.

Organisation

The organisation is good.

The committee and staff are well organised and efficient in their approach to the operation and management of the pre-school. The staff have a positive attitude to providing quality learning experiences for the children. There are well presented policies and procedures which are reviewed and shared with parents. The recruitment and selection procedures are effective and are reviewed to keep up with current legislation. All other relevant documentation and records are up to date and completed appropriately.

Leadership and management are good. The staff work well together as a team and have excellent support from the committee. There are regular staff, management and committee meetings which support the smooth running of the pre-school, as roles and responsibilities are shared. The staff have regular appraisals to ensure they have opportunities to develop their knowledge and skills through ongoing training. There is an action plan in place each year which enables staff and the committee to reflect on strengths and weaknesses and make changes as required. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The last care report recommended that the pre-school extend their complaints procedure and make this available to parents, extend the sickness policy, and provide clear procedures for the administration of medication.

The staff and committee have established a clear policy and procedures to be followed for complaints which is shared with parents. The procedures for the safe administration of medication for children is in place and guidelines provided for staff. Information on the care of children who are ill is provided through the health policy and includes the relevant exclusion periods to ensure the pre-school minimise further cross-infection.

The last funded education report recommended the pre-school develop the planning for the funded children to ensure staff make full use of the activities and experiences provided. It also recommended staff develop the assessment process for the children, and establish a process to monitor and evaluate the care and education provided.

The staff have extended the planning in place for the funded children which covers all the early learning goals. This is reflected in the activities and the children's access to the resources during most of the session. There are clear and detailed individual assessments for all the children which show their ongoing progress effectively. The staff and the committee have devised a yearly action plan which evaluates the care and education provided, and identifies areas to improve on by building on existing good practice.

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 can be seen 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):

- review the organisation, planning of activities and access to resources, to enable the children to have ongoing independent access throughout the session.

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 improvements as indicated in the care section above.

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