

# Cromdale Way Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	315215
<b>Inspection date</b>	16 May 2007
<b>Inspector</b>	Sheila Iwaskow
<b>Setting Address</b>	Tim Parry Community Centre, Cromdale Way, Great Sankey, Warrington, Cheshire, WA5 3NY
<b>Telephone number</b>	07799 310733 or 01925 725459
<b>E-mail</b>	
<b>Registered person</b>	Cromdale Way Playgroup Committee
<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 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?

Cromdale Way Pre-School opened in 1977 and is run by a management committee. It operates from the Tim Parry Community Centre in Great Sankey, Warrington, Cheshire. Children attending have access to the hall and associated facilities. There is also a secure outdoor play area. The pre-school serves children who live in the local area.

There are currently 48 children on roll who attend on a variety of placements; of these, 39 receive funding for nursery education. The pre-school is open every week day from 09.15 to 11.45 and 12.30 to 15.00, term time only. The pre-school cares for children with learning difficulties and disabilities and for those who have English as an additional language.

The setting employs four staff who all hold an appropriate early years qualification. The setting receives support from Sure Start in Warrington.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Appropriate hygiene routines are implemented by staff to keep children healthy. A cleaner is employed by the parish council and staff clean surfaces and floors on a regular basis. Step stools, available in the bathroom areas promote children's independence, allowing them to reach the sink, and liquid soap makes hand washing a more pleasurable experience for children. There are two members of staff who are suitably qualified in first aid and a first aid box is within easy reach, allowing staff to deal with any minor accidents or injuries. A sick child policy is in place, which ensures that the best interests of all the children who attend are taken into account. Parents are given detailed information of infectious diseases and their incubation periods.

Children are finding out that physical exercise is fun and that it is good for their health to adopt an active lifestyle. They participate in a suitable range of physical play activities both indoors and outside. When the weather is hot, children have unrestricted access to the outdoor area and some of the activities are transferred outside to provide an alternative play environment for children. Children exert lots of energy as they run around in the fresh air and ride on a range of wheeled toys. Crawling through the tunnel and balancing on tyres allow children to experiment with different ways of positioning their bodies whilst enjoying themselves.

Snacks provided are balanced and nutritious. Snack time is an established, social occasion, where children and staff sit together and chat. At inspection children enjoyed a selection of vegetables including cucumber, carrots and peppers. Drinks are served in brightly coloured cups, however children are not provided with plates when eating their food. Children confidently help themselves to water from the dispenser, which ensures that they remain hydrated throughout the day.

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

The provision is satisfactory.

Children are cared for in a light, bright and airy hall. The room is organised into different play areas, which are used appropriately by children. Children's art work, keywords and alphabet friezes are displayed around the setting, which enhances the attractiveness of the learning environment and successfully fosters children's self-esteem. Toilets are well designed and afford children privacy. A suitable range of good quality resources are set out by staff at the beginning of the day, so that children can engage in play as soon as they arrive at the pre-school. Toys are safe, clean, in good condition and encompass all areas of children's learning.

Children move around freely within the setting and are well supervised by staff who always make sure that children are within their sight. Staff have a good awareness of safety. Informal risk assessments are carried out at the beginning of the day and entrance to the provision is closely monitored by staff at all times. Fire drills are clearly displayed and practised with the children on a regular basis. This allows children to confidently follow defined procedures in the event of a fire or emergency evacuation. Children are learning about personal safety as they are reminded not to run in the hall in case they fall and hurt themselves. However, some potential risks to children's safety have been identified; some electrical sockets are accessible to the children and drains in the outdoor play area are not fully covered.

Children are protected because staff have a good awareness of the signs and symptoms of abuse. The child protection policy provides staff with clear information as to what action they should take should they have concerns about a child. Relevant telephone numbers are in place, however, the policy does not contain the telephone number for the local police. Staff use information, such as a flow chart from Warrington Borough Council to inform their practice.

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

The provision is satisfactory.

Children happily greet the staff and each other on arrival. They are relaxed and confident in the caring environment. Staff are sensitive to the individual needs of less confident children who are offered appropriate support to ensure they are happy and secure within the group. Children chatter excitedly and converse easily with their friends and adults.

Settling in procedures are in place, helping children to feel comfortable and secure within their new environment. Close relationships are established with a local primary school to ensure the smooth transition for children from the pre-school to the reception class. Warm and caring relationships are established with staff, who are enthusiastic and take an interest in what children say. For example, children thoroughly enjoy bringing in their favourite toys from home and telling the other children and staff all about them at circle time.

All children are purposefully engaged throughout the session in a suitable range of activities, which they clearly enjoy. Staff are deployed well throughout the session and support children as they play. Training has been accessed by some staff on the 'Birth to three matters' framework and they have incorporated it into their planning. Parents receive some written information on this curriculum, helping them to take part in their children's learning.

#### **Nursery Education:**

The quality of teaching and learning is satisfactory. Staff have a growing awareness of the 'Curriculum guidance for the foundation stage' and how children learn. They use this information to plan a varied range of activities for the children. Planning takes a thematic approach and covers all six areas of learning. Staff take care to ensure that the topics explored reflect the interest of the children and new topics are introduced on a monthly basis to ensure that children's interest is sustained. All aspects of planning are in place and clear learning intentions are always identified. There is a balance of adult-led and child-initiated activities. The planning of focused activities clearly identifies the needs of more and less able children. Most of these activities are evaluated and the information used to predict the next stages of children's learning; however this is not done consistently. This means that some opportunities to effectively plan for children's needs are missed. In addition, planning does not clearly show how continuous provision supports children's progress in all areas.

Children are interested, motivated and friendly. They are keen to begin activities and become animated as they engage with staff and their peers. Children speak openly and confidently as they talk about their hamster and a forthcoming holiday. Visitors to the setting are made welcome and children eagerly ask their help to put on dressing up clothes. Children are encouraged to help tidy up, however, there are limited chances for children to develop their self-help skills at snack time. Children have opportunities to learn to write for a purpose as they make their own books and write a shopping list. Through directed activities children identify letters in their name and recognise key words. However, there are insufficient opportunities for children to link sounds to letters or to recognise their own name as part of

the daily routine. Children enjoy sharing a range of stories, which contributes towards their enjoyment of books.

When working directly with staff children show a keen interest in number. For example, they spontaneously count the coins, identify the colour of the paint and play a game which involves putting objects in order according to size. However, there are insufficient mathematical resources readily available to the children to allow them to independently consolidate concepts that they have already learnt. Mathematical language is used routinely as part of children's play. For example, they make pasta using play dough and tell staff that they are going to cut the pasta to make it smaller. Singing songs, such as 'Five currant buns' helps to develop children's problem solving skills.

Children develop their designing and making skills as they construct models from building blocks and through junk modelling. They observe change as they look at snails and worms through magnifying glasses. Using mobile phones and playing with cameras allow children to explore and see how things work. Children are learning about living things and growth as they plant seeds in the outdoor play area and watch them grow. Children confidently use the computer to support their learning and are able to use the mouse competently. A suitable range of sensory opportunities are available as children manipulate play dough, talk about whether a stone is rough or smooth and explore the differing textures of cones. Sand and water are available during various sessions throughout the week.

Opportunities for children to express and communicate ideas in role play are good and enable children to extend their imagination and act out real experiences. For example, they have lots of fun from using large cardboard boxes to make police cars and dens. Dressing up clothes are readily available and the role play area is changed regularly to support this area of children's learning. Children enjoy developing their creative skills through a variety of activities, such as designing pictures using different shapes, collage activities and making lanterns. Musical instruments are available to motivate children to make sounds. Children also enjoy enacting out stories, such as 'Noah's Ark' in front of their parents.

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

The provision is good.

Children make free choices from all activities. Play opportunities provided support children's understanding of the wider world as they celebrate cultural festivals, such as Divali, Hanukah and the Buddhist festival of Wesak. Children thoroughly enjoyed Chinese New Year when they had the opportunity to eat Chinese food using chop sticks and make a dragon using paper mache. A variety of books, jigsaws and small world toys help to skilfully promote equal opportunities. Visitors come to the pre-school and talk to the children about the benefits of recycling to help protect environment. Staff have a good knowledge of children's individual needs and meet these well. All children are encouraged to share and work harmoniously with each other. A comprehensive policy is in place which effectively underpins the care of children with learning difficulties and disabilities. Staff work closely with parents and outside agencies to ensure that children's additional needs are met. Activities are adapted and appropriate teaching strategies are used to promote inclusion for all children. Children's spiritual, moral, social and cultural development is fostered.

Good measures are in place to promote positive behaviour. The setting uses 'golden rules' to help children understand the standard of behaviour that is expected within the setting. Deeds and acts of kindness are recorded in a 'kindness book' and displayed on the wall on a 'kindness

tree'. Staff are calm and consistent with the children and treat them all with care and respect. The frequent use of praise help children feel special.

Positive relationships are established with parents in respect of their care. They receive a comprehensive booklet which outline policies and procedures that operate within the setting. A key worker system is in place, providing parents with a main point of contact within the pre-school. Verbal feedback at the end of the day keeps parents up-to-date with how their children have spent their day. The setting's certificate is clearly displayed on a notice board, keeping parents informed of the conditions of registration. Parents are happy with the service provided. A complaints log is in place to record any concerns expressed by parents. However, the written policy regarding complaints does not reflect recent changes to the National Standards.

The partnerships with parents in receipt of nursery education is satisfactory. They are warmly welcomed into the pre-school both at the beginning and end of the session. Written reports are provided at the end of the year, detailing their children's progress in all six areas of learning. However, parents are not given enough detailed information on the Foundation Stage to ensure that they have a depth of understanding of the curriculum that is being delivered to their children. Furthermore, they are not invited to contribute to their children's initial assessments when they start at the pre-school.

## **Organisation**

The organisation is satisfactory.

The committee have not recently appointed a new member of staff, however, through discussion they have a clear understanding of the procedures to follow for recruitment and selection. There are currently no procedures in place to monitor the on-going suitability of members of staff who have worked at the pre-school for a number of years. All staff are consistent, suitably qualified and work well as a team. Staffing ratios are within the required levels at all times to ensure that children have the appropriate levels of attention and support.

Registers for children are correctly maintained. However, although the number of staff present at each session are noted in the register, actual hours of attendance are not recorded. This is a breach of regulations. A named deputy is in place to take charge in the absence of the manager and contingency arrangements are in place to cover staff illness or shortages.

Records relating to the continuity of care for the children are in place, in good order and organised to reflect confidentiality. However, the setting has failed to inform Ofsted of changes to the management committee. This is a breach of regulations.

Leadership and management of the nursery education is satisfactory and contributes to children's progress towards the early learning goals. The manager recognises her commitment to supporting staff and developing their roles within the pre-school. Formal appraisal are in place to evaluate staff's performance and staff regularly attend training to keep their knowledge and skills up-to-date. All staff demonstrate a positive attitude and enthusiasm which is reflected throughout the staff team where open discussion and information sharing promotes a happy team. The manager is aware of the issues that need to be addressed and areas for further development to improve the quality of nursery education that the setting offers to 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 the provider agreed to address some issues regarding hygiene and safety. All the issues raised have been addressed. Children are encouraged to manage their own personal care and wash their hands before eating and after toileting. Hands are dried with paper towels which prevents the risk of cross-infection. All poisonous plants have now been removed. These improvements ensure that children are cared for in a more hygienic and safe environment.

A number of issues were raised at the last nursery education inspection, which have been successfully addressed by the provider and improve the quality of nursery education provided for the children. Writing materials are now available in some areas of the pre-school and numbers are displayed within the environment. The assessment systems ensures that clear links are made between what children are able to do, areas for development and the short term planning. Children now have access to activities and resources that raise their awareness of diversity, details of which are included in the body of this report.

### **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 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 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 that children are provided with plates when eating
- make electrical sockets and drains inaccessible to the children
- implement systems to monitor the on going suitability of staff and maintain a record of staff's hours of attendance
- ensure that Ofsted are informed of changes to the committee.

#### **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):

- provide parents with detailed information on all six areas of learning and invite them to contribute to their children's initial assessments when they start at the pre-school
- further develop the planning to show how continuous provision supports children's progress; ensure that focused activities are consistently evaluated and the next stages of children's learning are always identified
- provide children with opportunities to develop their self-help skills at snack time (also applies to care)
- incorporate opportunities for children to recognise their own name and to link sounds to letters as part of the daily routine.

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)