

Stand Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	316745
Inspection date	27 April 2007
Inspector	Christine Marsh
Setting Address	Stand Unitarian Church, Ringley Road, Whitefield, Manchester, Lancashire, M45 7ZZ
Telephone number	0161 796 1548
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Registered person	Stand Pre-School Nursery
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?

Stand Pre-School Nursery has operated from the community building of Stand Unitarian Church in Whitefield, Bury since 1989. It serves the local and the wider community. A maximum of 28 children may attend at any one time. There are currently 27 funded three year olds and five funded four year olds attending. Children attend for a variety of sessions.

The facility opens four days a week, term time only from 09:00 to 15:30. An additional four weeks care are offered in the main school holidays. An enclosed outdoor play area is used.

Six staff work with the children. All but one member of staff have an early years qualifications at level three. One member is working towards a recognised early years qualification. The facility is a member of the Pre-School Learning Alliance and liaises with the local early years Sure Start team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment. They are protected from infection by staff who promote good hygiene practices. For example, children know to wash their hands after using the toilet and before eating. The first aid box is appropriately stocked and staff have current first aid certificates that include the treatment of babies and young children. Where children have specific allergies or health problems, all staff are trained to make sure that they can administer treatment should this be necessary. Children's health is maintained through these measures.

Meal times and snack times are pleasant, sociable occasions where children and staff sit and talk together as children drink water or milk and eat healthy foods. Well- balanced, nutritious meals are cooked from fresh ingredients on the premises. Children are given a choice of two fruits each day. During sessions fresh drinking water is continually available and accessible to children; this makes sure that they stay refreshed and hydrated.

Children all join in with singing and action songs such as 'The Hokey Cokey'. These activities help children develop a healthy lifestyle. Children rarely need a sleep at the setting, but they are tucked up with a blanket in the book area if they are tired.

Children get fresh air and exercise daily through playing outside and inside. Children are seen enjoying a movement cassette. This gives instructions to gallop, stretch, lie on their tummies, and jump up high. Children smile and laugh as they follow these instructions gaining control of their bodies through their actions. A balancing beam, climbing frame and bikes, help children to develop precision in their movements. For example, children use space well as they move around the room on tricycles without colliding with others. Children develop their fine motor skills through using a range of materials such as play dough. They concentrate as they play with dry sand with shells and pebbles in and pour sand into different containers, and they use large paint brushes with water to paint the walls outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe and secure. Staff work very well within the constraints of the building as it is a multi-user centre. Children benefit from staff creating a welcoming environment. This is achieved by good use of displays and a member of staff always being at the entrance to greet and register children as they arrive.

A varied range of toys and equipment, that are in very good condition, are available to support children in their learning and play. Toys are out ready for children to play with at the beginning of sessions. Children are able to select other equipment to support their activities. All materials are clearly labelled and stored at a height that is accessible for children. Children are developing independence through their choices.

Doors and gates are kept locked to keep children safe. Staff are well trained in emergency evacuation procedures and these are undertaken with children on a regular basis making sure both exits are used. Children are aware of what to do in the event of an emergency, which helps to keep them safe.

Road safety is discussed with children. Staff take them into a quiet residential street to find safe places to cross the road avoiding parked cars and reminding children to look and listen carefully. This learning is reinforced through role play in the nursery where a zebra crossing is used in conjunction with play with the bikes. Staff then help children to stop at the zebra crossing, so that other children can walk safely across. Children are learning to keep themselves safe outdoors through these activities.

Staff undertake risk assessments on toys and activities noting hazards and taking appropriate action. Staff are trained in child protection and have a good knowledge of appropriate procedures. This promotes children's welfare and safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, well settled and confident in the setting. They are familiar with the daily routines which makes them feel secure. Children engage in a range of activities that are suitable to their play and developmental needs. They engage with staff making their needs known and play happily with other children using their imaginations. For example, they play camping in tents wearing pyjamas, snuggling under sleeping bags and passing a torch around imagining they are on holiday. Areas are set up for particular activities and children choose where they would like to play.

Activities are planned using the 'Birth to three matters' framework to meet the needs of the younger children. They enjoy touching and watching ice cubes melt with pebbles and rice encased within the ice. Children smile and point to the smooth curved area where a pebble was and talk about the coldness of the ice and the roughness of the rice embedded in ice. Children enjoy these opportunities to explore natural materials.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals and this is recorded in their individual records. Staff have a good knowledge of the Foundation Stage and of the ways in which children learn. Activities are suited to children's needs and cover the six areas of learning. Children are seen fully engaged in activities. Questions challenge them to think creatively. Resources fully support children's learning. Parents and carers bring in things from home to enrich children's experiences. For example, each week there is a 'letter of the week'. For 'k', items children had brought in included a toy kangaroo, a toy kitten, toy kettles and keys. These form a talking point reinforcing their knowledge of sounds and letters. Children enjoy stories, songs and rhymes regularly, and join in where this is appropriate predicting what will happen next. They are seen writing postcards and posting these as part of the holidays topic. Children are learning that marks have meaning and are beginning to recognise words. For example, children self register on arrival finding their name. Younger children find their photograph. They are using speech fluently and show an increasing understanding of story language and print in books as they look at these in free choice periods.

Teaching and learning is of a good standard. Planning records long, medium and short term plans to support children's learning, however it does not provide full details of the ways in which individual children are to be supported, in order to learn effectively, or detail the next steps in their learning. Staff are clear about how to motivate children by providing activities that are stimulating and appeal to their interests, while helping them to learn about the world around them. Children's achievements are recorded on individual profiles, and staff are aware

of individual children's current stages in their learning. Children's achievements are shared with parents regularly.

Children's personal, social and emotional development is catered for through the way staff interact positively with them, supporting them in their activities, helping them to share, and to think about others. These messages are reinforced through story books on caring themes. Children enjoy listening to these. Group activities and sociable times encourage good relationships and sharing.

For example, children have made a box model and tissue paper camp fire, that they sing around at snack time sitting on the floor, as part of their topic.

Photographs show children involved in a variety of interesting and stimulating activities that encourage them to learn. For example, children are photographed as they play camping in tents.

Parents have sent in items from their camping holidays to extend children's discussions. Children concentrate purposefully as they butter bread for their snack as part of their camping activities. Scissors, felt tip pens and chunky crayons are used for free choice mark making, and craft activities.

Opportunities to calculate arise during singing and free choice activities where they talk about 'big' and 'little', as well as more formal games, and number sessions when dice are used. These help children learn about shape, size, colour and position. Threading activities are popular and help children learn about pattern. Children especially like story books about different numbers, particularly the funny ones. In these ways children are learning about numbers. This is reinforced through the use of computer programmes and programmable toys which they enjoy.

Children are learning about different languages, cultures and religious festivals through activities at the pre-school. A poster on the wall has pictures of children saying 'hello' in a variety of different languages. Chinese New Year has been talked about and books looked at. Children made a huge Chinese dragon and did a dragon dance. Children's creative development is stimulated by such activities. They use small toy figures and building bricks to replay scenes from earlier games, experiences and stories. Children also enjoy dressing up and painting. They talk about their experiences as they do these activities.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met successfully. Children and parents are well supported by staff. For example, where other professionals are needed to help address children's learning difficulties or disabilities, key workers meet with them and support parents in providing additional resources to help children's learning within the setting. Staff attend case conferences to find out more information so they can support children's developmental and learning needs effectively. Children's self-esteem is nurtured through this consideration of their individual needs.

Resources provide positive images of other people including those with disabilities. A range of attractive books on a variety of themes to do with people who have a disability, but lead full lives, helps to support the setting's inclusive approach. For example, the environment and activities are organised to ensure every child can participate fully.

Children learn about other cultures and beliefs through first hand experiences. Festivals are celebrated, parents come in and talk about their experiences and beliefs, photographs and books are shared to support children's learning and this is developed, for example, through role play where different types of utensils, such as chopsticks, and crockery are used. Children's spiritual, moral, social and cultural development is fostered.

Staff provide good role models. Children are learning to behave appropriately and to be confident in stating their needs, whilst being considerate towards others. Certificates, stars and stickers are used to reinforce good behaviour. Staff always explain the reasons for any rules, and praise children's good behaviour.

The partnership with parents and carers is good. Settling in procedures are well thought through and support gradual admission to help children settle effectively. Parents sometimes volunteer to stay for sessions. Their children enjoy them being in the setting. A book with photographs and captions, displayed in the entrance area, shows parents the daily routines that children are involved in. This is also reassuring for children who are unsettled.

Parents views are sought through questionnaires and changes are made in response to their suggestions. For example, the settling in procedure is being adapted to make sure children meet their key worker at the beginning of sessions. Regular newsletters are provided for parents and carers to inform them of the topics their children will be learning. The parents of funded children receive details of the Foundation Stage and current topics, in relation to the six areas of learning. Children's records are always available to parents and these contain observations to support children's achievements and show their progress within the areas of learning. Photographs of children playing are displayed under the headings of the six areas of learning with explanatory captions. This informs parents of their children's activities and, together with the newsletters and individual children's files, helps them to become more familiar with the Foundation Stage curriculum. Parents feel they are well informed about their children's achievements and progress.

Parents are actively involved in their children's learning by bringing in resources and sharing their experiences with children in the setting. For example, parents have brought in food for different celebrations that they were celebrating at home. They also send in resources related to topics. For example, objects are sent in relating to current topics, such as holidays. Camping is the theme at the moment, and equipment for children to look at, including sleeping bags, torches and back packs, have been sent in.

Parents and carers are invited to shows and to sports day. Children enjoy their parents coming to see them at these times, and sharing their experiences. In the summer term staff prepare children for school by showing them school uniforms, reading books about starting at a new school, and having visits from staff at receiving schools. These discussions help children view the change as something to look forward to. Parents are very pleased with the provision on offer and the ways in which staff prepare and support their children's preparation for school.

Organisation

The organisation is good.

Policies and procedures are detailed and available for parents to keep them informed about the setting and their children's care. Records provide details of each child's needs including consent forms and contacts. All documentation is in place as required by the National Standards and this promotes the safety and well-being of the children.

The manager and her staff are committed to providing a quality service for the children who attend. This is shown in their attendance at training to update and increase their knowledge. They share the information they have gained and use this to improve and enhance the provision offered to the children. Routines are organised so that the day runs smoothly, however hand washing before snack times involves children leaving their activities while they wait in line for their turn. This takes them away from their learning experiences. Space is well organised to ensure children benefit from their experiences. For example, large spaces are used for the whole group for dancing and movement activities. At story times children are organised into smaller groups so key workers can read to them choosing books suited to their needs and interests. Children have opportunities to mix with children of their own age and with others who are older or younger at different times of the day. They are able to develop relationships and social skills through these interactions.

Leadership and management within the setting is good. Children benefit from the good leadership of the provision. The children are cared for in a positive and supportive environment which promotes their development. The inclusive ethos ensures that all children are valued appropriately and are able to develop fully in their learning, supported by well trained staff. Good induction procedures make sure that children experience continuity of care and of expectations. All staff are suitably qualified and vetted.

The manager has a clear vision for nursery education and evaluates the provision in order to consider ways to improve. The manager is well organised and makes sure that staff can attend further training to enhance their practice. She leads by setting a good example and motivates staff to develop the provision on offer. New staff are inducted thoroughly to ensure children benefit from continuity and consistency of adult expectations. The curriculum is evaluated to see if any aspects need modifying in future teaching. The setting is very well resourced. New resources, for example attractive picture books, help to provide an inclusive environment that develops children's knowledge and understanding of the wider world. Staff work together well as a team to promote children's health, safety, emotional well-being, and learning. 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 staff were asked to minimise the possible hazard of excessive heat from radiators. This has been done by fitting guards to all radiators. Temperature controls have also been fitted which are checked daily. The system of accessing the premises has been made more secure by keeping doors locked and allowing access by one door only. A member of staff is always on duty there at arrival and departure times. At these times children go to the far part of the room, with the dividing partition closed, so they are all together with the other staff. These measures keep children safe and protected.

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, that can be seen on request. The complaint 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 time management of routines in order to maximise children's learning experiences, for example, the system used for hand washing

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):

- develop short term planning systems to include the children's next steps and the desired learning intentions.

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