

Hemingbrough Pre-School

Inspection report for early years provision

Unique Reference Number	400250
Inspection date	04 May 2007
Inspector	Diane Lynn Turner

Setting Address	Hemingbrough Institute, Garthends Lane, Hemingbrough, Selby, North Yorkshire, YO8 6QW
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Telephone number	07754 171412 during session times only
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Registered person	Hemingbrough Pre-School
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Type of inspection	Integrated
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Type of care	Sessional care
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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 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?

Hemingbrough Pre-School has been registered since 1973 and operates from the Village Institute, in Hemingbrough, a village situated on the outskirts of Selby. The group serves the local community and surrounding villages. Session times are Monday, Tuesday, Thursday and Friday between 09.00 and 11.30 and 12.15 and 14.45, and on Wednesday between 12.15 and 14.45, during term time only.

There are currently 60 children aged from two and a half to four years old on roll, of whom 49 receive funding for nursery education. The group welcomes and supports children with learning difficulties and disabilities and those who speak English as an additional language.

There are six members of staff who work directly with the children. Of these, one has a level 4 qualification, two have level 3 and two are working towards level 2. The group is a member of the Pre-School Learning Alliance and receives support from the local authority development workers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted within the setting because staff follow effective practices in their daily routines. For example, toys are cleaned regularly and the table used for snack is covered with a cloth, which is wiped down before food is served. Disposable gloves are worn when attending to children's personal needs and paper towels are provided for hand washing and are disposed of appropriately to help prevent the risk of infection. Any accidents the children may have are recorded in detail and shared with parents and clear information is recorded regarding their individual health and dietary needs.

Children are supported well in learning to follow good hygiene practices in their personal care. For example, staff explain to them why they need to wash their hands at certain times and use a tissue to blow their nose. As a result, they independently wash their hands before snack and after activities, such as painting and after using the toilet, and understand that by doing so they help to get rid of germs that may make them ill.

Children develop a positive approach to exercise because they have free access to the outdoor area during the session, where they enjoy a variety of learning opportunities. For example, they use wheeled toys, such as scooters and bicycles, play in the sand and take part in obstacle courses, which are set up using equipment, such as balance beams, hoops and a trampoline.

Staff pay good attention to providing children with healthy and varied snacks, which contribute to a well balanced and nutritious diet. Snack is provided via the group's 'Sunshine Café', when a parent helper comes into the session to oversee the activity. Notices are displayed in the kitchen area to ensure they are well informed about their role and the hygiene procedures to be followed for preparing and serving food. Children are informed when the café is open and they are then able to choose when they want to have their snack. They are offered items, such as crumpets and fresh and dried fruit and a choice of drink. They are encouraged to learn good manners and social skills at this time as they sit with their friends to eat and are gently reminded by staff to say 'please' and 'thank you'.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean and welcoming environment where staff make best use of the available space. Unused furniture is stored safely and opportunities are provided for both table-top and floor play activities. Displays include examples of the children's work, which shows their efforts are valued and appreciated and helps to provide a stimulating learning environment. A good range of toys and equipment is available, both indoors and outside, which covers all areas of learning. Resources are safe and well maintained and presented at a low level, which means children are able to make choices and direct their own play.

Children are kept safe because there are effective safety measures in place. The premises, both indoors and outside, are kept secure at all times and a record of visitors is kept, which also includes those parents who come in to help at snack time. Children are well supervised and risk assessments are regularly undertaken, including a weekly check list for all areas. In addition, staff ensure they regularly practise the emergency evacuation procedures with the children so

they know what to do in the event of a fire and they sensitively remind them to use equipment, such as scissors, safely and to be mindful of each other as they use wheeled toys.

Children are protected from possible abuse or neglect. Staff are aware of the types of abuse and the signs to look out for and have information regarding the procedure to follow if they need to refer their concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the group. They settle well and have positive relationships with the staff, seeking them out for reassurance if they are hurt or upset. The younger children enjoy a range of experiences to help them express their ideas and make sense of the world. For example, they have opportunities to make marks using water and large paintbrushes in the outdoor area, explore the texture of sand, develop their imagination as they use role play resources and dig in the garden where they observe creatures, such as worms. In addition, staff also provide a board displaying pictures of the resources available, which helps them to identify items they would like to play with, and build their independence in directing their own play. They benefit from following the lead of the older children as they join in with their activities and they learn to follow the routines for the group. For example, recognising their name card at registration and understanding that when staff shake the tambourine this indicates that they must stop and listen to what they have to say. They are happy to gather for group activities, such as story time and musical activities, which helps them to develop their communication and listening skills.

Nursery Education

The quality of teaching and learning is satisfactory. Staff organise the available space well, which enables children to initiate their own play and learning, and they use open-ended questions effectively to promote children's thinking. They manage children's behaviour effectively and have an appropriate knowledge of the early learning goals and associated stepping stones. Activities cover all six areas of learning and are a balance of adult-led and child-initiated learning. Long- and medium-term plans are in place and a weekly overview sheet is drawn up showing the resources provided to support children's learning in the different areas. Focused activities link to the current topic but are not, however, planned effectively to ensure the intended learning outcome for children is clearly identified. Staff generally make effective use of everyday routines, such as registration and snack time to promote children's learning, but opportunities are sometimes missed. For example, they encourage the children to count the numbers present but they do not extend the activity to raise their awareness of simple calculation. Staff make observations of the children's responses to activities but they do not use these effectively to help them complete the records of children's progress towards the early learning goals or to plan for the next steps in their learning.

Both the three- and four-year-olds show a positive attitude to learning. They are keen to see what is on offer each day and concentrate well on their chosen activity. They seek out their friends on arrival and show care and concern for the younger ones who attend. For example, they invite them to join in with their activities, such as craft when they cut out pieces of collage material for them. They are independent in their self-care, direct their own play and decide when they want to have their snack. Their communication skills are developing well. For example, they correctly identify their name card at registration, enjoy listening to stories when they confidently predict what might happen next and use writing for a purpose in a number of ways.

For example, they write appointments as they pretend to be a hairdresser in the role play area and copy staff as they record attendance in the register. Some of the four-year-olds can write their own name and the three-year-olds make good attempts at this, accessing their name cards to copy if they want.

Children are developing an understanding of various number operations. For example, they accurately count how many children are present at registration, show they are developing their spatial awareness as they successfully complete jigsaws, and use size language with understanding when they correctly identify they have dug a big hole in the garden. They are able to correctly identify a number of shapes, including a circle, triangle and square, and they learn about capacity as they fill containers when making bird feeders. They do not, however, regularly use simple calculation as staff sometimes miss the opportunities presented for this, for example, at registration.

Children's physical skills are developing well. They use resources, such as scissors, paintbrushes, pens and pencils with good control and move confidently in the outdoor area. They show they can negotiate a pathway and stop safely as they use wheeled toys, use spades effectively as they dig in the garden and show co-ordination as they complete an obstacle course. They show creativity and imagination as they take on the role of a hairdresser or customer, styling one another's hair, and put on hats and an eye patch as they dress up as pirates. They create their own collage pictures and enthusiastically dig and 'pan' for 'gold' in the outdoor area. They enjoy making and exploring sounds as they use a variety of musical instruments, using these to accompany their singing. They learn about nature and the care of living things as they learn the names of the different plants in the garden and make their own bird feeders. They are developing an understanding of information and communication technology. For example, they know how to operate the computer and use equipment, such as a camera, hairdryer and telephone with understanding during role play.

Helping children make a positive contribution

The provision is satisfactory.

Staff value all children as individuals and find out as much as they can about them before they start at the group. Information is gathered on the registration form and parents are also asked to complete an entry form where they can list their child's favourite activities, whether help is needed to manage their personal hygiene and what they can do. This shows parents are valued as the primary carers for their children and provides staff with a baseline assessment of children's abilities. Children are welcomed as they arrive, their photographs are displayed and they are given a card when it is their birthday, which promotes a sense of belonging and self-worth. Children with learning difficulties and disabilities and those whose first language is not English are welcome to attend and there are appropriate systems in place to ensure their needs are met and they are able to take part in activities.

Children have opportunities to learn about the wider world and their local community. For example, they celebrate festivals, such as the Chinese New Year and they have access to resources, such as books, which promote equality of opportunity. Children also benefit from positive links with the local school. For example, they visit the wildlife area there as part of their topic on spring and the reception class teacher visits the group to meet the children and read stories to them. This means that children's spiritual, moral, social and cultural development is fostered.

Children are supported effectively in learning to behave well. The behaviour management policy for the group provides a positive framework and staff are good role models for children to follow. They use lots of praise and encouragement to promote positive behaviour and, as a result, children readily help to tidy the toys away, play well together, particularly during role play, and are polite when talking to visitors.

Parents are provided with useful information via the parent pack when their child first starts at the group, the snack menu is displayed so they know what the children will be having to eat, and newsletters to keep them updated about activities are sent out. Friendly relationships are evident and parents spoken to at the inspection expressed their satisfaction of the care and activities provided. A file containing the group's policies is readily available for parents to view; however, these do not cover all aspects of the service.

The partnership with parents and carers of children in receipt of nursery education is satisfactory. Parents are provided with some information about the Foundation Stage and have some opportunities to become involved in their child's learning. For example, they can take part in the 'Sunshine café' rota when they prepare and oversee snack and can record activities their child has been involved in at home in their activity book. They can view their child's record of progress when they wish, but the system for maintaining these is not yet fully developed, which means they are not kept fully informed of the progress their child is making towards the early learning goals.

Organisation

The organisation is satisfactory.

Staff organise the available space well to maximise play opportunities for the children. They work well together as a team and the two managers, who have only recently been appointed, show a commitment to improving the service. The committee is supportive and there are satisfactory procedures in place to recruit any new staff and ensure they are suitable to work with children. Most of the required documentation is in place, such as attendance, accident and child records. However, the group failed to meet a regulation under standard 14 of the National Standards as there is no written procedure in place to be followed in the event of a parent failing to collect their child. In addition, the complaints procedure does not clearly inform parents of Ofsted's role and the child protection policy does not reflect recent changes regarding the role of the Local Safeguarding Children Board. The policy for the care of children who are ill does not include the procedure to be followed if a child becomes ill whilst at the group and parental permission has not been gained for the seeking of medical advice or treatment in an emergency.

The leadership and management of the nursery education is satisfactory. Actions from the last inspection have been addressed successfully; activities offered cover all six areas of learning and recording systems are in place to chart children's progress towards the early learning goals. However, the planning for focused activities does not clearly identify the intended learning outcome for children and the recording system is not used effectively by staff. For example, they make observations of children's responses to activities but do not use these to help them chart children's progress or to plan for the next steps in their 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 care inspection it was recommended that the group improve the storage of equipment belonging to other users of the premises and the documentation in regard to the child protection policy. Unused furniture is now stored safely behind screens and the child protection policy has been reviewed and now includes the procedures to be followed in the event of an allegation being made against a member of staff. The improvements made have added to the organisation and children's safety.

At the last education inspection it was recommended that the group improve children's mathematical development, particularly the use of simple addition and subtraction in practical activities, provide activities which increase children's opportunities to develop their individual creativity and provide displays reflecting equal opportunities and diversity. Children now have regular opportunities to take part in activities, such as number rhymes and counting, and craft resources are freely available for them to access and use independently. The displays to reflect diversity, however, are still limited.

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 there is a written policy detailing the procedures to be followed in the event of a parent failing to collect their child
- review the policies and procedures to ensure the complaints procedure includes Ofsted's role and contact details, the sick child policy includes the procedure to be followed in the event of a child becoming ill at the group and the child protection policy reflects the changes in relation to the Local Safeguarding Children Board
- ensure clear written parental permission is obtained for the seeking of emergency medical advice or treatment.

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):

- review and develop the planning of activities, particularly focused ones to ensure the intended learning outcome for children is clearly identified
- improve the assessment system to ensure staff's observations of children's responses to activities are used to help chart their progress towards the early learning goals and plan for the next steps in their learning
- make better use of the opportunities that arise to support children's understanding of simple calculation.

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