

Rooks Nest Pre-School

Inspection report for early years provision

Unique Reference Number	501040
Inspection date	27 April 2007
Inspector	Maralyn Chiverton
Setting Address	Rooks Nest Junior & Infant School, Rooks Nest Road, Outwood, Wakefield, West Yorkshire, WF1 3DX
Telephone number	01924 872723
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Registered person	Rooks Nest Wraparound
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?

Rooks Nest Pre-School is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It was registered in January 1997 to care for no more than 21 children aged two to five years. There are currently 50 children on roll, of whom 13 are in receipt of nursery education funding. The provision operates from a mobile classroom which is situated in Rooks Nest School grounds in Outwood, on the outskirts of Wakefield. The provision serves families from the local community and supports children with learning difficulties or disabilities.

The pre-school is open for five sessions a week, Monday to Friday during term time only. Times of opening are 09.00 to 11.40 and 12.40 to 15.20. The pre-school has use of a large playroom and an enclosed outdoor play area.

There are six members of staff who work directly with the children, the majority of whom hold appropriate childcare qualifications. The setting receives support from the local authority and is a member of a recognised support group. The setting has completed level one of a recognised quality assurance scheme and is working towards level two.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment which is clean and welcoming. They thrive because staff are very proactive in promoting good health and hygiene practice. For example, staff members wear disposable aprons and gloves when preparing snacks. Children are very independent in their personal care. They help themselves to tissues and understand that they need to wash their hands after using the toilet and before eating to wash away any germs which could make them ill. Children are provided with nutritious snacks and their understanding of a healthy lifestyle is promoted through planned topics, such as healthy eating. They are provided with drinking water throughout the session and are kept free from infection through an effective sick child policy. Children have access to an outdoor area for physical activities as well as a comfortable book area for rest and relaxation.

Children in receipt of nursery education funding move with control and good coordination. They develop a positive attitude towards physical exercise. Children test their skills of climbing and balancing and promote well their understanding of space, themselves and others through regular opportunities and the provision of a good variety of outdoor equipment. Their understanding of the changes to their bodies after exercise is promoted through discussing how they feel after a physical activity. Children are provided with a very good range of small equipment which they use with good control and coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. Rooms are effectively organised to allow children to access a wide variety of safe, suitable resources and activities with independence and safety. Children's understanding of personal safety and prevention of accidents is well promoted through their awareness of nursery rules, simple discussion and constant reminders. For example, 'We need to clear away the toys so children don't fall over them and hurt themselves'. Equipment and resources are checked daily to ensure they are safe. Any in need of replacement are always bought from a reputable company to ensure they meet the BS EN standards.

Children's safety and welfare are well promoted through the high priority given by staff to maintaining a safe and secure environment. This is achieved through the implementation of effective policies and procedures. For example, effective registration and written risk assessments. A safety checklist is carried out prior to children attending to ensure all areas are safe and fire evacuations are recorded and practised on a regular basis. A formal recruitment policy ensures all staff receive clearance before working with children. Children are well protected from risk of harm through the staff's comprehensive knowledge and understanding of child protection issues and procedures. However, the confidentiality policy does not include any reference to child protection concerns and confidentiality.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, independent learners who enjoy their time spent in the setting. They benefit from a setting which is organised into areas of play and learning. Children show interest,

involvement and enjoyment in their play and make good progress because staff are skilled and have a very good understanding of their role in promoting children's learning. Staff provide many opportunities in the daily routines to develop children's counting skills and recognition of colours and shapes. For example, children count each other at registration time. Children receive lots of encouragement to respond to their environment in a creative way through painting, role play and participation in action rhymes. Staff are motivated and enthusiastic. They have a positive attitude and are sensitive to the individual needs of the children in their care.

Nursery education

The quality of teaching and learning is good. Staff have a sound understanding of the Foundation Stage, which allows children to make good progress in all six areas of learning. Planning is linked to the early years learning goals and includes a very good variety of activities and planned experiences. Staff record and monitor children's progress through focused observations. However, these are not always effectively used to further extend children's learning. Children have a positive approach to new experiences and show increasing independence in selecting and carrying out activities. They seek out others to share experiences and are beginning to accept the needs of others. Children use words, gestures and facial expressions to communicate. They respond well to simple instruction and use familiar words to identify what they do and do not want. They recognise their names and some children are able to write them. Children show a very good interest in numbers; they are able to count to 19 and use numbers in everyday situations. They show a good interest in shape and use language, such as 'big' and 'small', 'full' and 'empty'. Children explore a wide range of objects and investigate other construction materials. They are able to use a computer with confidence and control and are beginning to show an interest in the world in which they live. Children recognise most colours and respond to rhythm, music and story by means of gestures and movement. They particularly enjoy dressing up and participating in role play.

Helping children make a positive contribution

The provision is good.

Children are happy and well settled. They are valued as individuals; their personalities are well known through an effective key worker system and attending as younger siblings of previous children. Children confidently express their own ideas and listen to those of others. They are encouraged to make a positive contribution and show a good sense of belonging. Children benefit from the very good role model of all staff in relation to equality of opportunity. They are encouraged to participate in a variety of activities which actively promote their understanding of diversity. A wide range of resources, such as Chinese bowls, a variety of books and displays of children from around the world, further promote children's awareness of the wider world. Children with learning difficulties or disabilities are well supported through a skilled and experienced designated coordinator. Children are provided with a very caring environment and effective interaction which allows them to feel valued and respected. They are well behaved and encouraged to respect themselves and others.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are provided with an information booklet which contains quality information about the provision and Foundation Stage. They receive regular newsletters and have easy access to all policies and procedures. They are encouraged to contribute from their own skills and be involved in their child's learning through adding

comments in their achievement books. Parents are very supportive of the setting and feel their ideas and views are welcomed, valued and well respected. Children and parents are encouraged to make a positive contribution to the provision.

Organisation

The organisation is good.

Children are provided with a well-managed and organised provision. They are well supported by a good ratio of experienced and qualified staff who work very well as a team. Effective implementation of detailed, well-written policies and procedures ensures the provision runs smoothly and effectively and contribute to children's welfare, safety, learning and enjoyment. Children benefit from the staff's enthusiasm, motivation and enjoyment as well as understanding of their role and responsibilities in developing children's learning. Staff are aware of the need to further develop their use of children's observations to ensure they link successfully into planning their next steps. This will ensure children's individual learning needs are met.

Leadership and management of the nursery education is good. Staff's views and ideas are respected and represented at committee meetings. They receive annual appraisals where any training needs are identified. They are encouraged to further their knowledge and understanding of care and education and are well supported by the manager of the pre-school. The setting evaluates the provision they provide through regular team meetings, feedback from parents and the local authority. The use of reflective practice identifies any weaknesses and strengths. An action plan is then put in place which includes an objective and action to be taken. Staff have identified the need to further develop the sand area to provide a range of resources to support mathematical skills and concepts.

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

Improvements since the last inspection

Following the last inspections, recommendations were in place to improve children's learning and safety. The setting was asked to review all group activities for effectiveness and to seek guidance and advice with regards to the fire door.

Since the last care inspection the setting has taken very positive steps to improve children's safety through the introduction of a buzzer on the fire door. Children's activities are planned and include differentiation as well small group activities. This ensures the learning needs of all children are addressed.

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.

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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 confidentiality policy to include information with regard to child protection concerns and confidentiality to ensure children are kept safe at all times.

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):

- introduce a more effective system for extending and recording children's learning using focused observations to further extend children's learning.

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