

# Eastfield Community Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	509942
<b>Inspection date</b>	29 November 2007
<b>Inspector</b>	Marian Bvumburai
<b>Setting Address</b>	Eastfield Primary School, Eastfield Road, Hull, North Humberside, HU4 6DT
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<b>Registered person</b>	The Trustees of Eastfield Community Pre-School
<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 good.

### WHAT SORT OF SETTING IS IT?

Eastfield Community Pre-School is committee run. It opened in 1993 and operates in the hall, situated within Eastfield Primary School grounds in Kingston upon Hull. A maximum of 26 children may attend the pre-school at any one time. The playgroup is open each weekday during term-time only from 09.15 to 11.45 and 12.45 to 15.15. On Tuesdays there are no afternoon sessions. All children share access to a secure enclosed outdoor play area.

There are currently 59 children aged from two to under five years on roll. Of these, 56 children receive funding for early education. Children come from a wide catchment area. The pre-school currently supports a number of children with learning difficulties and disabilities.

The pre-school employs 11 members of staff. Of these, nine hold appropriate early years qualifications and two are working towards National Vocational Qualification (NVQ) level 3 qualification. The Manager with day-to-day charge of the group is qualified to NVQ level 4 and has relevant experience.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health and well-being are nurtured well. They enjoy a wide variety of regular indoor and outdoor stimulating physical activities, which help them to exercise and keep healthy through play. For example, children play ball games, throwing and catching, kicking, and rolling, and they play on the slides, climbing and sliding. They use different muscles of their body and learn to control their movements.

Children are taught about keeping themselves healthy. For example, drinking water is kept readily available from a dispenser and cups are provided. Children pour themselves a drink of water when they feel thirsty. They enjoy eating fruit and drinking milk or sugar-free juices at snack time. Most of the older children say that sugar is not good for their teeth and that they like fruits. For example, children were observed to enjoy grapes, pieces of melon and apples, appropriately served on plates, and offered a choice of drink. However, children do not have the opportunity to practise serving themselves, as this is done by staff. The staff stay close to monitor and help the children. They talk to them about the benefits of healthy eating, as well as encouraging them to taste new foods.

The pre-school provides a wide variety of clean and well-maintained toys, resources and equipment to facilitate children's physical development and exercise through play. For example, they have prams to push, balls to throw and catch, slides, and large-sized rubber building blocks. Children are cared for in a clean, welcoming and warm environment. They are aware of the importance of practising good hygiene and do so through everyday routines. For example, before having their snacks, children go and wash their hands then sit at the table; they do not touch toys until after their snack. Children understand that washing cleans their hands and stops them from being ill.

Health and hygiene procedures are effectively followed by staff, which helps to prevent spread of infection and keeps children healthy. For example, they use disposable gloves and aprons when changing children in nappies. They also ensure that they are afforded privacy as this is done away from other children and staff in the spacious and appropriately warm toilet area for disabled use. Children who have infectious illnesses do not attend for a period of time in accordance with national health guidelines. Medication and accidents are recorded accurately and signed by parents.

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

The provision is good.

Children are kept safe at all times and cared for in a child-friendly and suitably safe environment. Security into the building is vigilantly monitored. For example, the gates, which are in view of staff are kept secure at all times. The door into the building is also kept secure and parents and visitors ring the door bell outside. Staff look through the window to see who is at the door before attending in person to open it and grant access into the building. Visitors sign the visitors' book before going any further. Children become familiar with emergency evacuation procedures. Fire drills are carried out regularly, which helps children to understand and know what to do in case of emergency.

Children freely move between activities in the spacious and well laid out hall where potential hazards are effectively addressed. For example, staff ensure that toys and other resources that are not required are kept in the store room, therefore the room is not cluttered. Furniture and equipment, most of which is new, are situated appropriately, ensuring ample free play space. For example, children move safely and freely around the easel, enjoying painting. Children find space to construct things, pretend to run a café in the home corner, or enjoy sitting down to look at books.

Outdoor play is successfully monitored and children remain in the view of staff. Children's understanding and responsibility for their own safety is extended by staff through discussions, explanations of consequences and helping them to assess risks for themselves. For example, when using the slide, children wait their turn, making sure that the other person is at the bottom of the slide before starting to slide themselves. The children say that they have to wait because they might have an accident and hurt themselves or others.

A very wide range of resources and equipment, all of which are safe and maintained in good condition and of good quality, is provided. The age-appropriate and suitable resources are laid out safely and these are accessible to all children whilst ensuring free play space. For example, there is a book corner in one corner and a carpeted area is provided for comfort.

Children's safety is considered paramount. Staff have attended training and demonstrate good understanding of child protection issues. They know the reporting procedures, if concerned that a child is being abused. For example, if concerned about a child, the staff alert their manager and they maintain a discrete watchful eye.

The building is maintained in good repair. For example, the building was affected by the recent floods which ruined the floor and most toys and other resources as well as paperwork in cabinets at floor level, forcing the group to move out temporarily. The building has since been refurbished and most items replaced to a high standard and the group have moved back into the building. The fire officer visits every year.

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

The provision is good.

Children are confident, happy and settled although most of them are new, having started in September. For example, they freely approach staff to ask for what they want, freely walk to the water dispenser and pour themselves a drink or move from one activity to another as they wish. They receive good care and learn effectively, cared for by well-qualified and experienced staff. The majority of staff hold NVQ level 3 equivalent childcare qualifications. Planning is done in advance by all the staff as a team and this is based on the Foundation Stage curriculum. All children are offered an extensive range of learning opportunities and stimulating activities with a wide selection of good resources to support their learning. For example, recent topics include shapes, number recognition and counting, outdoor play, ongoing name recognition and discussions about different topics, such as the 'Where We Live'.

Children are interested and enjoy trying new things. Adult-led activities are clearly introduced and explained to children. Staff appropriately challenge children by asking open-ended questions to make sure that they have understood all aspects of new learning. For example, children willingly participated in a train coach numbering activity to help them recognise numbers one to five as well as learning to put them in sequence. It involved finding numbers, written on different pieces of the train, and then gluing and sticking them on a paper to form a train.

Some of the older children were able to recognise the numbers and sequence. Some children recognised some of the numbers but were not able to put these in sequence. Children were interested and some asked questions about where the next number should be pasted. Most children can confidently count up to five, and some up to eight. The stimulating activities and play opportunities address differentiations, ensuring that younger or less able children are able to take part in all activities confidently and at their own level.

Staff have high expectations of children's behaviour. They build good relationships with them through the key worker system. This helps children to know their main carers and feel safe. All staff have a few children for whom they are the key worker and they keep well documented evidence about each child and regularly assess their progress towards the early learning goals. Staff use this information as a planning tool, to ensure that each and every child's needs are focused upon and addressed, linking it to stepping stones.

### Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the stepping stones. Personal, social and emotional development is particularly nurtured well. Children work well together, for example, as they played in the home corner, they worked co-operatively, helping each other serve meals in the café. They share decision-making, discuss and negotiate using language, without falling out if they do not get their own way. For example, in the pretend café, one child said they were serving cheese sandwiches, and the other said that these had run out and said that they were now serving bacon sandwiches. They agreed and continued to play well together. Children are confident and well behaved and willing try new things.

Communication, language and literacy as well as knowledge and understanding of the world are promoted well. For example, children enjoy activities, such as 'The Community We Live In'. They have leisure walks in their community, looking at the different types of houses that there are, bungalows, terraced, detached, big, small, narrow and wide, as well as looking at numbers on the doors. Children enjoy accessing and looking at interesting books which are kept within their reach and in full view. They listen intently to stories and contribute. For example, a member of staff read a counting book based on going to India. Children enthusiastically joined in, shouting out numbers and listening and repeating station names in the story, such as 'Bombay'. Mark-making materials are available at all times and children are confident in experimenting; for example, writing shopping lists and taking orders in the home corner. However, there are few opportunities for children to practise name recognition. As a result, most children do not recognise these.

The mathematical skills and vocabulary of more able children are extended through everyday experiences. For example, during the play in the pretend café, children talked about how much things cost and used mathematical language, such as big and small, and whether or not they need more money or less of ingredients. Staff conscientiously use every opportunity to encourage children to practise counting, subtracting and adding on.

Physical development is promoted well through play. For example, children confidently practise throwing and catching the ball, using hand and eye co-ordination and controlling their bodies effectively. Children regularly have opportunities to exercise and practise fine motor skills through activities, such as holding brushes, painting, gluing and sticking. However, there are missed opportunities for children to practise these through daily routines and naturally occurring events, such as snack time. For example, staff prepare snacks. They pour the drinks and put a

few pieces of fruit on each child's plate and then put these on tables. The children do have the opportunity to pour their own drinks, or scoop pieces of fruit into their own dishes.

Creative development is an area very much enjoyed by all the children. They use their imaginations well. For example, they creatively make up stories during play in the home corner, particularly when they are dressing up, or playing 'mums' to their dolls. There is daily opportunity for children to experience a variety of medias, paint, crayons, gluing and sticking, and children enjoy sand and water play.

Children are developing good knowledge and understanding of the world and are familiar with their community. They have many opportunities to learn about the cultures and beliefs of other people, and the provision is attended by a percentage of children from the ethnic minorities. For example, they have painted faces of people in the group including staff. Colours used show a variety of skins tones and types of hair.

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

The provision is good.

Staff treat children with respect and equality of opportunity is promoted successfully. The provision supports a mixed group of children, including some who have learning difficulties and disabilities. Staff work well with parents and obtain baseline information on entry, which is retained on the child's file. This information is used as a base to build upon. They know children well as individuals, which helps them to plan effectively for each child's individual abilities and interests and meet their needs.

Children demonstrate confidence and they are happy. Staff value and acknowledge them. For example, staff ensure that all children's work is marked with their name and shown to parents. Some of the work is displayed on noticeboards. For example, the children have done a project of painting their own faces as well as staff. These are all pinned up on the large noticeboard and children proudly identify their own work and say who is in the picture. Children participate in any activities of their choice, and staff appropriately and readily praise and encourage them. For example, some children receive one-to-one support throughout the session, in line with the level of their support needs, and the rest receive this regularly. This helps staff to build trusting relationships with the children.

Children make decisions and staff respect these. For example, children choose what colours they want to use when painting. Some children chose to paint 'Mummy' and 'Daddy'. Some of the hair colours of the painted parents did not correspond with the actual colour in reality. The staff observe and monitor but do not interfere with the children's decisions.

Resources and activities provided include a good quantity of those that reflect positive images of other cultures, different races, disability and gender. For example, books such as 'Engines Engines', a counting book based on going to India, and talks about what people wear and the weather, dolls of different skin tones, different types of families and dressing up clothes. This helps all children in the setting to feel comfortable and valued.

Children with learning difficulties and disabilities are included and positive steps are taken to meet their individual needs. A comprehensive and well-written policy in place is followed well by staff. The staff work closely with the relevant external bodies to promote the needs of all children, learning from other professionals and extending their own knowledge and skills. For example, staff work closely with the area Special Educational Needs Co-ordinator (SENCO) to

put together Individual Learning Plans for children identified as having learning difficulties and disabilities. The children's progress is closely monitored and documented by staff, and then reviewed regularly by all involved.

Staff are good role models and children's good behaviour is encouraged effectively. Children know what is expected of them and are readily praised for behaving well. They are happy and feel secure, able to confidently form meaningful and caring relationships with other children and their carers. For example, at snack time children choose where they want to sit and who with. They enjoy talking to one another.

The partnership with parents and carers is good. Parents are kept informed about the provision. For example, the group was adversely affected by recent floods. The management ensured that parents were kept informed of what was happening. They worked tirelessly to ensure that disruption to the children and their families was minimal and provided continuity for children attending pre-school. When children are first enrolled, parents are given a welcome booklet which ensures that all are aware of their roles and responsibilities.

Parents complete child record forms, giving their child's personal details and discuss the child's needs and stage of development. This information is kept on file and is taken into consideration and used by staff when observing and assessing children. However, parents of children who receive educational funding are given minimal information about funded nursery education, some of which is displayed on the parents' noticeboard. The information given does not help them to effectively understand and follow their children's progress in relation to stepping stones and Foundation Stage curriculum. The group operate an 'open door' policy and parents are welcome to access their own children's records at any time on request as these are kept confidential. They are informed verbally by staff on a regular basis of changes or incidents that may affect their child's welfare.

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

## **Organisation**

The organisation is satisfactory.

The pre-school have a well-established, stable staff group and management committee who have worked together for many years. Children are well cared for and supported by qualified and knowledgeable staff who understand child development. The staff demonstrate a high interest in continuing to extend their knowledge and improve the service through accessing further training. For example, staff visit children with learning difficulties or disabilities at other settings that they attend, such as the children's centres to observe practice and learn. This enables staff to work in similar ways and ensure consistent approaches to help the children progress.

Children's safety is considered paramount, and there are comprehensive records, policies and procedures for appointing and vetting staff as well as the effective running of the provision, which are adhered to. For example, attendance, accident, incident and medication records are kept accurate and maintained up to date to ensure children's safety.

Staffing ratios are maintained at all times to ensure that children receive appropriate care and remain safe. The room is spacious and well laid out. The pre-school operates a key worker system which helps children and their parents to know their main carers. The system helps

children to settle well in the setting and parents know who to approach with any concerns relating to their children. Children feel confident, safe and secure.

The leadership and management is good. Leadership is strong and staff are supported well, with many opportunities for self-development. For example, staff are paid for attending training and do not have to do this in their own spare time. Children are valued as individuals and equality of opportunity is promoted well to ensure that they all achieve. Effective systems are in place for managing and monitoring the provision. For example, management send out questionnaires to parents and encourage them to comment about the service they provide anonymously and these comments are taken into consideration and acted upon. Staff clearly understand their roles and responsibilities and consequently children are well cared for.

Planning of activities and play opportunities is done as a team effort. Staff discuss their key children's progress and areas for improvement. This information is used as a planning tool to ensure that individual children's needs are addressed and met. Children enjoy quality experiences which help them to develop in all areas of learning. The provision receives support from the local authority and they have good working relationships with them.

Relationships with parents are nurtured well and information about their children's welfare and progress is shared effectively. They are notified of planned activities and invited to participate in some way. For example, parents know that they have to encourage their children to find their own name on a peg to hang their coat. Another example is how the provision dealt with parents in light of the recent floods which adversely affected their premises. The management ensured that parents were kept informed of what was happening and disruption to children and their families was minimised. However, the regulatory body was not informed of this significant change to the premises, which is a breach of regulation National Standard 14: Organisation. The manager moved the group to another room on the site. A risk assessment was undertaken to ensure children's safety. Therefore, the risk and impact on children's safety was minimal due to the fact that staff are skilled and experienced. Parents interviewed expressed generally expressed very positive views about the service they receive.

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

### **Improvements since the last inspection**

Issues raised at the last inspection have been addressed satisfactorily. As a result, children are safer.

### **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 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 good.

### 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 the regulatory body is notified of any significant changes to the premises or any other significant changes
- create more opportunities to encourage independence, learning and physical development through everyday naturally occurring opportunities, such as snack time (also applies to nursery education).

#### 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):

- ensure that parents are provided with sufficient information regarding the Foundation Stage and stepping stones
- create more opportunities for children to begin to recognise their own names.

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)