

Newchurch Pre-School Limited

Inspection report for early years provision

Unique Reference Number	EY277840
Inspection date	19 September 2007
Inspector	Deborah Unsworth
Setting Address	Parish Hall, Common Lane, Culcheth, Warrington, Cheshire, WA3 4EH
Telephone number	07980 467195
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Registered person	Newchurch Pre-School Limited
Type of inspection	Integrated
Type of care	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.

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?

Newchurch Pre-School has been established for over 38 years and provides pre-school facilities for children in the local community. It operates from Newchurch Parish Hall in the village of Culcheth in Warrington.

The setting may care for a maximum of 26 children at any one time. There are currently 36 children on roll, including 19 in receipt of nursery education funding. Children attend for a variety of sessions. The setting supports children with learning difficulties or disabilities and those who speak English as an additional language.

The pre-school opens five mornings and three afternoons a week during school term time. Morning sessions are from 09.20 to 12.00 each day, and the afternoon sessions are from 13.00 to 15.30 on Thursday and Friday. On a Tuesday the children are able to bring a packed lunch. The session starts at 12.30 to 15.30.

There are eight members of staff employed to work with the children of whom five hold an appropriate early years qualification and one is working towards a qualification. The setting receives advice and curriculum support from the early years advisory teams within the borough.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The premises and equipment are maintained to a good state of cleanliness, which helps to promote children's good health. Staff have clearly established routines for cleaning surfaces, toys and equipment. They all have current food handling training which ensures good practices when preparing snacks. Children gain an understanding of hygiene as they take themselves to the toilet and wash their hands with anti-bacterial hand wash without being reminded. All staff have current first aid training which ensures children receive appropriate treatment in the event of minor injuries. Clear procedures for recording accidents, administering medication and sick children are understood by all staff, shared with parents and are effective. Consequently, children are well protected.

Children are provided with healthy snacks which help to promote their good health. They enjoy the good variety of fresh fruit and vegetables such as carrot sticks, raisins, banana cake, strawberries, cheese and apple. Snack time is a social occasion where children sit together comfortably. They have lively discussions with staff about their favourite fruits and these being good for you. One child tells staff that she really likes 'strawberry smoothies,' another likes 'delicious apple.' Staff are committed to keeping children healthy. They learn about foods and the importance of keeping healthy through very good planned activities, visitors and events. For example, health professionals visit the pre-school to talk to children about dental health and healthy eating. Children visit the local church at Harvest Festival to buy fruit and then share it with friends. Children learn about the importance of eating well to maintain healthy bodies as they create faces on their plates with different types of fruits, such as kiwi and pineapple. They make food collages and help to set up fruit and vegetable stalls in their role play.

Children develop their large and small motor skills as they have regular opportunities to be physically active indoors. For example, they use their imaginations well and have good control of their bodies as they move in lots of different ways. For example, they jump, stretch and run when playing the 'bean' game. Children are beginning to learn that good practices with regard to exercise contribute to good health as they talk about the effect of exercise on their bodies. For example, children talk about how they feel after pretending to be 'jumping beans.' The setting does not have a designated outside play area. Staff ensure that children's physical development is promoted through regular use of the climbing frame, tunnel and an obstacle course indoors. Children get fresh air and gain awareness of their local environment as they occasionally visit their local park to collect leaves, go to the library and walk to the post box to post their letters.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment. A parent's notice board with useful information, colourful posters, photographs of the children playing and children's work displayed creates a welcoming atmosphere. Children and parents are warmly greeted as they arrive. They benefit from enough space and suitable facilities indoors. The staff work hard to ensure the environment is appealing for children as they set out furniture, equipment and toys and put them away each day. The room is generally well organised to provide different areas for play, rest and snacks. Children have a very good sense of belonging as they bring in

photographs of themselves from home and make their own face to go on the 'Family Tree' display. They know the routine well, move around the environment confidently and express their needs and thoughts freely.

The good resources in the pre-school provide age appropriate and stimulating play opportunities, which help children to learn and develop. Toys are clean, safe and well maintained, enabling children to play safely. Some resources and equipment are accessible as they are stored in plastic low level containers which the children can reach.

Children's safety and protection is of the utmost importance to staff. They attend appropriate training, have a comprehensive written policy and discuss health and safety issues regularly. There are good, effective systems for keeping children safe and secure. Risk assessments are carried out and measures are put in place to identify potential hazards. Children are very well supervised by staff who are alert to their needs and follow the safety procedures to keep them safe. Children have good opportunities to learn the importance of keeping safe through planned activities and everyday routines. For example, visitors, such as the police and fire fighters talk to the children about road safety, fire safety and keeping safe. Topics on 'Bonfire night' cover the dangers of fireworks and children regularly practice fire drills so that they know what to do in an emergency.

The protection of children is maintained as staff have a sound knowledge and understanding of child protection issues. They are aware of their roles and understand the procedures they must follow if they suspect abuse or neglect. A written statement for child protection is in place and understood by staff. However it has not been updated in line with the Local Safeguarding Children Board. Staff have attended child protection training and a nominated member of staff takes responsibility for liaison with child protection agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children clearly enjoy their time at the pre-school. They make good progress because staff are skilled and have a very good understanding of how children learn and the Foundation Stage curriculum. Staff are beginning to make use of the 'Birth to three matters' framework to inform their practice which has a positive impact on the quality of the young children's learning. However, planning and assessments for children under three years are not yet linked to the 'Birth to three matters' framework. Some staff have attended training on the 'Birth to three matters' framework and others are booked on training to develop their knowledge and practice.

Children are extremely happy and settled in the environment, they are confident and keen to participate in activities. For example, they eagerly join in the music activity, tapping sticks together to the beat of the music and playing musical instruments purposefully. Children access the computer independently and confidently. They take great delight in their achievements, for example, a child shouts out 'I did it, I did it' as he uses the mouse skilfully to complete the computer game. All children access the book area, they demonstrate a love for books as they sit with their friends or an adult looking at books and listening extremely well to stories. They visit the local library and use books well to find out information. For example, they refer to books about planets and astronauts when doing a topic about 'Space.'

Children form firm friendships with each other as they play together happily and negotiate their play. For example, one child asks her friend 'Do you want to come over here and play with me?' They benefit from very good relationships with staff who show a genuine interest in their

development and well-being. For example, children who are new to the setting are given lots of reassurance to help them settle. As a result children are happy and quickly become confident and secure with staff.

Nursery Education

The quality of teaching and learning is good. Staff observe and assess all aspects of children's development and learning regularly and evaluate planned activities. They draw on these observations and assessments to extend activities and plan what children need to learn next. As a result staff provide children with a stimulating, broad and balanced curriculum indoors which meets their individual needs and interests. Staff are enthusiastic in their teaching methods and conscientious. They ask challenging questions and promote lively discussions in everyday activities. Consequently, children have a positive attitude to learning, they are motivated and show great interest in activities, concentrating for long periods of time.

Children make confident choices about what they want to do and are enthusiastic to try new experiences. For example, the children decide they want to draw and measure each other on large pieces of paper on the floor, they ask a member of staff who supports their decision helping them get out the materials they need. Children develop independence as they select toys and materials for themselves and help to take the register. However, there are missed opportunities to develop independence at snack time. Children are confident speakers who eagerly engage in conversation as staff promote lively discussions and introduce new vocabulary to extend learning. For example, new words, such as 'extinct' are introduced to children when talking about animals, one child says it means 'all gone.' Children have good opportunities to write for a purpose. They write letters and then post them to their home address. They write down the orders in the café and record what they see whilst walking in the park. However, they have less opportunities to mark make spontaneously and independently as materials are limited and the writing area is not always inviting to children.

Children have good opportunities to count and learn simple calculations and number concepts in everyday situations and planned activities. For example, they count how many children are present at registration and know how many ducks are left when one is taken away. Children thread beads and compare who has the longest. They make graphs to record their findings and measure each other on the height chart. Children have good opportunities to examine objects and living things to find out more. For example, they plant sunflowers, handle small animals carefully and identify change as they look closely at real cocoons and butterflies. Children create their own rockets and telescopes out of junk materials and talk about how astronauts get to the moon.

Children's fine motor skills are developing well as they use pencils, paintbrushes, scissors, construction and malleable materials safely and with good control. They sing rhymes and songs with enthusiasm and confidence. Children use their imaginations well as they, for example, decorate a large cardboard box and pretend it's a cave as they act out the 'Bear Hunt' story. They access a good range of inspiring, meaningful role play situations, such as a hospital, post office, café and beach which fire's their imaginations. Children paint, draw and make constructions to reflect their own ideas and feelings.

Helping children make a positive contribution

The provision is good.

Children are treated with respect and as individuals. Their needs are known because each child has a settling in period with their parents and staff discuss and record information about them. Children are all included in the activities provided and their individual needs are successfully met. They value their own customs and beliefs and learn those of others as they celebrate different festivals, such as Chinese New Year, Christmas and Divali. A topic on 'Homes' helps children become aware of the wider world as they discuss, for example, where Eskimos live and draw their own homes. Children gain awareness of their local environment and the wider world through good resources that promote positive images, visits to local amenities and visitors. For example, the children enjoy visits from a guide dog and his owner. They have fun making a display about the 'Gruffalo' story in the local library.

Children with disabilities and learning difficulties are supported very well. The staff work closely with parents and other agencies to ensure children's needs are met and that they are fully included in the life of the pre-school. A comprehensive special needs policy and good recording systems ensure that the care of each child is appropriate.

Children are well behaved. Staff give them plenty of praise and support for their efforts and achievements. They act as good role models, showing respect and consideration for children and each other. A set of simple rules with pictures to support them are displayed in the room. This helps to reinforce good behaviour. Children are well mannered, kind and enjoy each others company. They understand responsible behaviour, such as tidying-up, sharing and helping each other. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff create a welcoming atmosphere and parents find the staff approachable, caring and helpful. Parents are provided with a variety of information regarding the setting. They receive regular newsletters outlining current topics and are invited to watch a video about the Foundation Stage curriculum. Parents attend coffee mornings where children's progress is discussed and assessment records are shared. Children benefit from their parents active involvement in their learning as they bring things from home relating to topics. Parents speak very highly of the setting. They describe staff as 'lovely and enthusiastic.' Parents are pleased their children enjoy attending and with the good progress they make.

Organisation

The organisation is good.

Leadership and management is good. Suitable recruitment and vetting procedures and a sufficient induction for new staff help to ensure that children are safe and well cared for. Children benefit from a consistent staff team who work very well together to ensure that they are provided with good quality care and education. Staff are well led to ensure the setting runs smoothly. They are aware of their roles and responsibilities and are deployed effectively to ensure that children have a good level of attention and support.

All Staff show a strong commitment to developing their knowledge and improving practice. The managers recognise their responsibility to support staff and develop their roles within the pre-school. Appraisals, regular meetings and good access to training ensures that staff are well supported in their professional development. Staff review the quality of their provision, practice and children's progress. They are mostly aware of their strengths and weaknesses and act on their own and others evaluations to make improvements. Staff demonstrate a very good attitude

to continual improvement, to further raise the quality of care and education. They have much relevant experience and over half are suitably qualified. This has a positive impact on children's learning and welfare.

All relevant documentation is kept as required. Policies and procedures to promote children's health, safety, enjoyment and ability to make a positive contribution are in place. Most of these are updated regularly and all are understood by staff. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure the hours of children's attendance are recorded and to ensure that resources are freely accessible for children. Children's hours of attendance are now clearly recorded as parents record their children's times of arrival and departure. This promotes children's safety. Toys are now stored in low-level storage units so that children can access them freely and extend their play.

At the last nursery education inspection the setting were asked to give consideration to encouraging parents to contribute towards their children's assessments. Staff now meet with parents to show them their children's assessment record and discuss their progress. Parents are able to make written comments on their child's assessment record. This encourages parents to be involved in their children's learning.

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 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 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):

- update child protection policy and procedures in line with the Local Safeguarding Children Board
- develop planning and assessments for children under three years to link to the 'Birth to three matters' framework.

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 the writing area to make it more inviting to children and increase the availability and variety of drawing and writing materials to encourage children to mark make independently
- increase opportunities for children to develop their independence and self help skills at snack time.

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