

Pedmore Pre-School / Pedmore Activity Club

Inspection report for early years provision

Unique Reference Number	253920
Inspection date	27 April 2007
Inspector	Rebecca Hadley
Setting Address	Pedmore C of E School, Hagley Road, Stourbridge, West Midlands, DY9 0RH
Telephone number	01384 818955
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Registered person	Pedmore Child Care Ltd.
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Pedmore Child Care Ltd has been registered since 1993. There are two facilities within the organisation, the Pre-school for children aged 3 to 5 years and the Activity Club for before and after school care. The provision operates from a mobile unit within the grounds of Pedmore Church of England Primary School. The school is sited on a main road in the Pedmore area of Stourbridge. The setting comprises of two main rooms with an entrance foyer. Toilet facilities are situated in the main school building. There are two fully enclosed outdoor play areas.

The setting is registered for 32 children from 3 to under 8 years. There are currently 32 children on the roll of the Pre-school, all of whom are funded. The Activity Club has 62 children on roll. The setting operates for term time only. The preschool is open Monday to Friday, 09:00-11:45.

The Activity Club runs Monday to Friday, 08:00-08:50 and 15:30-17:30. Children attend for a variety of sessions.

The setting supports children with English as an additional language and children with disabilities. Seven members of staff work with the children on a full and part time basis. Six members of staff hold a childcare or playwork qualification and one is currently working towards

a recognised childcare qualification. The preschool receives support from a teacher mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's understanding and awareness of good health and hygiene is exceptionally well-promoted through well-planned daily routines. Children learn about their personal hygiene and how to keep healthy by automatically washing hands at appropriate times during the day and using wipes before eating. They know that they wash their hands so that they get rid of the germs. Children know that they need to wear sun cream before they go outside when it's hot.

Children's individual care needs are exceptionally well-met because in-depth information is obtained from their parents at registration including medical information, consent for emergency treatment and details of any allergies. Regular discussions with parents ensure that information is regularly updated. Children are comforted if they become unwell and are extremely well protected from infection through clear procedures such as exclusion periods for sickness which are strictly adhered to. Children's welfare is further promoted as nearly all the staff hold a valid first aid certificate and comprehensive accident and medication records are in place.

Children are very well nourished. They have very good opportunities to learn about healthy eating because the setting promotes "5 a day" and provides children with regular drinks and extremely healthy snacks of fruit and raw vegetables such as carrot sticks, kiwi and banana. Children access the café system independently. They serve themselves to the fruit available and pour their own drinks. Snack time is a totally child-orientated, social time, where children sit with their friends and chat happily to each other. They tidy away after themselves putting dirty cups and bowls to be washed and placing the fruit peelings into a bin to take to the compost later in the morning. Children understand the importance of eating healthy food and are able to say what foods are healthy. For example, one child said "I eat fruit because it's good for me and I like it". Another said "It helps us to grow strong". Children with allergies have their needs met because staff liaise with parents before children start and also throughout their time at the group.

Children enjoy excellent opportunities to experience physical activity and develop their skills. They access a very good range of activities such as bikes, balls, hoops, basket ball and balancing equipment which enables them to develop their confidence on a wide range of equipment that provides challenge. Children access outside play on a daily basis. They experience outdoor games and can move in a variety of ways including marching and running. One child said "I can run as fast as lightening". Children at the out of school group enjoy football, ball games, tennis, rounder's cricket and a parachute.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe due to the staff's excellent awareness of health and safety and the wide range of supporting policies and procedures. High priority is given to reducing the risk of accident or injury, and risk assessments cover all areas used by the children. Robust attention is given to all aspects of safety within the setting, such as ensuring that the safety chain is always put

on the door. Children are supervised at all times both indoors and outside. Staff are extremely vigilant in their supervision of children which is carried out in a discreet manner to allow children independence whilst still being safe. Children learn the importance of keeping themselves safe through planned and unplanned learning activities. They put on safety helmets before riding bikes and use tools such as scissors and knives correctly. They practise road safety with the bikes and learn how to use a Zebra crossing to cross the road safely. Excellent organisation of space ensures that children can choose independently from activities, and move around freely and safely.

Children are cared for in premises that are welcoming and child-centred. Staff welcome children and parents individually as they arrive and spend time talking to them. All areas are brightly decorated and clean which creates a welcoming environment for the children. Displays are bright and at child height and children's work and photographs are displayed. Children are kept safe as the premises are extremely secure and there is an excellent procedure for the arrival and collection of children to ensure that their safety is maintained at all times.

Children are exceptionally well protected from harm because all staff have an in-depth understanding of their role in child protection. There are clear and thorough child protection policies and procedures in place. All staff are aware of the procedures they should follow in the event of a concern about a child in their care. Therefore, children's welfare is promoted and safeguarded.

Helping children achieve well and enjoy what they do

The provision is outstanding.

There is an impressive range of age appropriate resources which children can easily access. Children have first hand experiences to develop curiosity as learners because staff encourage them to take part in new activities. All experiences are fully extended to ensure that children always reach their full potential. Older children are comfortable within the setting. They chat happily to staff who recognise the needs of older children well and allow them space and time to be independent. They enjoy opportunities to relax at the end of the day or to take part in activities such as snooker, a variety of crafts, computer games, junk modelling, music, model magic, hamer beads and making friendship bracelets.

Nursery education.

The quality of teaching and learning is outstanding. Staff are animated and inspirational, and use their excellent understanding of the Foundation Stage Curriculum, stepping stones and early learning goals to help children progress in all areas.

Planning, observation and assessment is extensive and clearly shows which specific stepping stone it relates to. Staff's wealth of knowledge and expertise is used to ensure positive outcomes for children. Children consolidate and extend their learning as staff frequently ask questions and use every opportunity in the setting as an extension to learning. A consolidation week at the end of every topic allows staff to evaluate what children have learnt and use this to inform future planning to ensure that children move forward at a pace suitable to their individual needs.

A range of exciting experiences ensure that children are fully challenged at all times. When providing children with new challenges staff give excellent explanations supported by visual aids to excite and stimulate their imagination. For example, when planting sunflower seeds

staff show children pictures of Van Gough's sunflowers and photographs so that children can see how tall sunflowers grow. Staff always encourage children to think and demonstrate what they know and understand. They regularly consolidate children's learning by asking them what they have done and how they did it. Staff allow children time to initiate their own learning and to make choices independently. For example, one child wanted to finish cooking her cake for 20 minutes before she planted her sunflower and another deviated from the topic of conversation at circle time.

Children have a positive attitude to learning and are interested, excited and motivated to learn. They have excellent personal independence skills. They choose activities independently and serve themselves at snack time. One child persevered until she got the fruit on the spoon determined that she was not going to touch it with her hands. Children are beginning to form good relationships with other children and adults. For example, children playing with the play dough all worked together to create a picnic. Children are proud of their achievements and seek out their peers to show them what they have made. For example, one child made a space ship and asked his friend "Do you like my spaceship?" They hold hands with each other, talk about being friends and point to their friends photographs on the wall. Children are learning to help each other. For example, one child helped another to ride his bike and they have made a helping hands tree where every child thought of a job that they helped with at home or at Pre-school.

Children use speech to organise and explore real and imagined experiences, ideas and feelings and for fun. For example, One child said "I went to a hotel and there was a crocodile in the pond, it was only pretend". They use speech in play situations for example, when playing with play dough children pretend to make chocolate cake and jam tarts. They chat happily to each other and animatedly join in conversations at circle time. Children enjoy listening to stories. They join in their favourite ones with excitement and vigour and answer questions at the end about what they have heard. Children are beginning to understand that books are used for reference as well as for stories. They link sounds and letters and are able to recognise the sound their name begins with. For example, W is for Wednesday. Children attempt writing for a variety of purposes, for example, making shopping lists and in the role play area. They are beginning to form recognisable letters and some can write their name.

Children are developing number and problem solving skills through a variety of activities which enables them to use numbers spontaneously in their play. All children can count to 14 and older children beyond. Some children are able to count backwards to zero. They recognise and can name 24 and know that the next number is 25. They can find and name numbers from their library books. For example, one child when asked for the number immediately turned to the front page and read 5 6 3. All children can name basic shapes and size and are able to join two aspects together. For example, when finding a big triangle and a small circle. They use maths to weigh and measure and compare size with activities such as Russian dolls. They are beginning to put number to object for example, when counting how many seeds to put into corresponding numbered plant pots.

Children enjoy exploring and investigating new and familiar objects. They look at tadpoles through a magnifying glass, watch caterpillars turn into a butterflies and investigate with spirit levels, mirrors and a kaleidoscope. They enjoy the discovery table and explore natural materials such as shells and pine cones. Children know about the uses of everyday technology and use information communication technology and programmable toys such as tills in the shop, calculators and phones. They expertly use the computer, keyboard and mouse without adult help. Children find out about past and present events in their own lives and those of their

families and other people they know. They look at toys from the past, comparing dolls today with old china dolls. They look at photographs of when they were babies and talk about their families. One child said "My Mummy loves me". They can fluently name the day and the month and recite a rhyme about the month. Children observe, find out about and identify features in the place they live and the natural world. They find out about their environment through topics such as mini beasts. They plant seeds and know that they need water and sunshine to help them to grow and can name different parts of a plant such as seed, roots, stem, leaves and petals. Children begin to know about their own cultures and beliefs and those of other people. They are learning to speak French with a French teacher and a display board depicts pictures with English and French words.

Children move confidently with control and co-ordination in a variety of ways including sliding and crawling. They move imaginatively and safely under, over and through balancing and climbing equipment and are learning how to land safely when they jump from beams and boxes bending their knees when they land. They can throw beanbags into hoops, ride a bike negotiating obstacles and move like animals such as tadpoles and frogs.

Children recognise the importance of staying healthy and know that they need sun cream when it's hot. They handle tools and objects safely and with increasing control. For example, they spread with knives, thread sewing cards, use rolling pins and cutters and serve fruit with a spoon. Children are able to use scissors with dexterity, cutting around shapes and along lines.

Children explore colour, texture, shape, form, and space in 2 or 3 dimensions. They make puppets from wooden spoons and paint recognisable pictures of mini beasts. They experience marble painting and fruit printing, paint pictures from paintings such as Van Gough's Sunflowers and make collage with a variety of different materials such as cards, corks, straws, wool, glue, and ribbons which they can help themselves to at any time. Children recognise and explore how sounds can be changed, and sing simple songs from memory. All children join in excitedly with singing and music activities. Children use their imagination in the role-play area which is regularly transformed into different scenarios such as a florist shop, pet shop, vets, airport and station. One child playing with play dough said "I'm making jam tarts" and another made a chocolate cake and put it into the oven for 20 minutes. Another child building with stickle bricks made a space ship and said "I've got shot down by the Jedi on the dark side of the force". Children know that speaking with actions not voices is called Mime.

Helping children make a positive contribution

The provision is outstanding.

All children are treated with equal concern and are highly valued and respected as individuals. They have exceptionally good opportunities to develop an understanding of the wider world through an extensive range of resources and activities that help them to develop an understanding of diversity. For example, words in a variety of languages are displayed around the setting. Children's individual needs are identified and met extremely well. Children with disabilities are very effectively supported and totally integrated into the setting. Strategies are in place to identify and support children with individual specific needs and staff work with parents and outside agencies to enable children to reach their full potential. The children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is exemplary in proportion to their level of understanding and maturity. This is because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour. Children understand clear and consistent guidelines

and expectations of behaviour such as listening to each other and helping to tidy up. They play harmoniously together, help each other and are learning to share and to take responsibility for their own behaviour. For example, one child helped another to ride his bike. Staff are excellent role models and promote children's confidence and self-esteem through positive praise and encouragement.

Parents speak highly about the quality of the provision, and the approachability and knowledge of the staff. They are provided with in-depth information about the setting through notice boards, newsletters and an "our day at pre-school" photograph book which depicts photographs of children taking part in activities. Parents are encouraged to be actively involved in the group and to share their expertise both with children and staff. Their views on various aspects such as the key worker meetings, the time their child has spent at the setting and management skills are sought by means of a parent's questionnaire. All comments made by parents are extremely positive and any queries are immediately acted upon. This helps to promote the learning and welfare of the children.

The partnership with parents and carers is outstanding. The Pre-school provides excellent information to parents about the Curriculum guidance for the foundation stage both before their child starts and during their time at the setting. Parents are encouraged to participate fully in their child's learning for example, through the use of library books. They receive information about their children's progress both through daily conversations with staff and key worker meetings. Planning is displayed on the notice board and newsletters inform parents of future topics, the phonics table and any changes to the setting's environment. The partnership with parents ensures continuity between home and Pre-school, so that children settle well and achieve their full potential.

Organisation

The organisation is outstanding.

The Pre-school offers a warm and welcoming experience where children are happy and settled. Children's care is further enhanced by excellent organisation and resources to support and extend their development and learning. Staff are well-qualified and effectively deployed to ensure that children receive a high level of care and attention.

Comprehensive, detailed documentation is in place and regularly reviewed to ensure that requirements are met. There is an effective and detailed operational plan in place which includes an extensive range of additional policies to ensure the smooth running of the setting. The setting holds a silver Quality assurance award and they are currently working towards achieving gold.

The leadership and management of the setting is outstanding. Effective steps are taken to plan ahead, evaluate and improve the service offered. Vetting and induction procedures are robust. They ensure that staff are of high quality, well-qualified and are familiar with all procedures within the setting. Ongoing training and observations and appraisals for staff supports children's development and learning.

Management and staff are enthusiastic, dedicated and work very well together. They are totally committed to providing a high level of care and education for the children and are constantly looking at and implementing ways to move the setting forward. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to, develop the acknowledgement and representation of home languages for children where English is an additional language and improve the system for using observation and assessment to reflect the effective planning for the next steps in each child's learning.

Staff now work closely with parents and carers and familiar words are displayed in children's home languages throughout the setting. Observations and assessments are now used to inform planning to ensure that all children move forward at a pace suitable to their individual needs.

Complaints since the last inspection

Since registration 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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