

Crawley Green & Wenlock Pre-School

Inspection report for early years provision

Unique Reference Number	EY343239
Inspection date	02 May 2007
Inspector	Susan Ennis
Setting Address	Wenlock Church of England Junior School, Beaconsfield Road, Luton, Bedfordshire, LU2 0RW
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Registered person	Crawley Green
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 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?

Crawley Green and Wenlock Pre-School opened in 2006 and is a committee run setting. It operates from a small modular building within the grounds of Wenlock School in Luton. A maximum of 22 children may attend the pre-school at any one time. The pre-school is open each weekday from 07:45 to 09:15 for Breakfast Club, 09:15 to 11:45 and 12:30 to 15:00 for Pre-school and 15:00 to 17.00 for Out Of School Care term time and school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 34 children aged from two to under eight years on roll. Of these 26 children receive funding for nursery education. Children come from within the local community and from further a field. The pre-school can support children with learning difficulties and/or disabilities, and can also support children who speak English as an additional language.

The pre-school employs 7 staff, of whom 4, including the Pre-school Leader, hold appropriate early years qualifications. There are 2 members of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a comfortable, clean environment. Their health and hygiene is consistently promoted because staff have a good understanding of the policies and procedures involved such as, using different coloured cleaning cloths for particular areas and wiping tables over with antibacterial cleaner before and after snack. Also the written 'Illness and Infection Policy' helps prevent cross-infection protecting the children further. Children's immediate welfare is effectively protected as all staff are trained in First Aid and permission to seeking emergency medical treatment is obtained from parents. Comprehensive medication procedures ensure that children needing medication are correctly cared for and that parents are kept well-informed.

Children are learning about their own personal hygiene through, for example, themes about fruit and vegetables and practical daily routines including washing their hands before snack and after playing in the garden together with discussions regarding the relevance of these practices. When a child says 'I don't want to wash my hands' staff gently remind them that 'you have to because of the germs on them' further developing the child's understanding.

Children participate in a wide variety of physical activities which contribute to their good health. They make good use of the outside area playing, for example, with bean bags, chalking on the blackboard and running races. Children line themselves up against the fence and, after saying 'Ready, steady, go' set off saying to staff 'Look I can run fast.' Whilst playing with a large parachute children enjoy bouncing a frog-shaped bean bag in the middle and singing 'The frogs in the river.' Staff then encourage them in listening for their name to be called so that they can run under the parachute one side to the other. Children demonstrate a good level of independence in their personal care, for example, visiting the bathroom independently.

Children's special requirements with regard to health and diet are clearly documented and staff ensure that these are correctly adhered to at all times. A list of special dietary requirements is stored in the kitchen acting as a reminder to whoever is making snack. Children's growth and development is promoted as staff have a good knowledge of healthy eating and offer children a variety of nutritious foods ranging from cereal and toast for breakfast to fruit with bread sticks at snack time. Children are fully involved in snack time with the chosen helpers of the day counting how many children are sitting at their table, providing enough bowls and cups for everyone and then sharing the food out to them with staff encouraging 'Please' and 'Thank you' as they do so. The written 'Diet and Practice Policy' informs parents about the sorts of foods that are encouraged for the children's lunch boxes and a lunch box suggestions list in the waiting area acts as another reminder. Any food not eaten is taken home ensuring that the parents are fully aware of the amount of food eaten on the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe environment where there are colourful posters and displays of their own work. High levels of security mean that access to the premises is effectively monitored so keeping children and staff safe. Children's safety is supported by staff who have a good understanding of the hazards and the steps to use in minimising or removing them. Written risk assessments are carried out in practice on a daily basis, for example, checking the

outside play area before it is used by the children. When cat faeces and litter is identified it is quickly cleared away enabling the children to go outside and have fun. Policies regarding lost and uncollected children inform parents of the procedures taken protecting the children further. When parents are late for collecting their child they are reminded of the unsettling effect it has on them and asked to contact the setting if they think they will be late again so that the child can be reassured. Children's understanding of fire safety is actively developed as they regularly listen to the story 'Barn on Fire' followed by the practical implementation of the drill. A fire log is also maintained recording how well the drill was carried out and any areas for improvement.

Children are developing a good understanding of keeping themselves safe. They are given clear explanations by staff helping them appreciate the relevance of the safety rules imposed, for example, why there is no running in pre-school and why it is important to sit on a chair with all its feet on the floor. Children use toys and resources that are appropriate for their stage and age of development. Resources are checked as they are used and washed regularly ensuring that the children are not at risk.

Children are soundly protected because staff have a clear understanding of child protection procedures ensuring that the child is the main priority at all times. However, as the written policy is not written with regard to the Local Safeguarding Children's Board, children's welfare is potentially compromised in the event of a concern that needs reporting.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled, enjoying their time at the setting. They are generally keen to participate in the activities and play opportunities provided, and are confident in their relationships with each other and with staff, happily seeking staff for support and reassurance throughout the session. They are secure within the setting, helping them feel confident in their play and learning, for example, they are aware of all routines such as waiting on the carpet until their parent arrives and their name is called.

Children are able to choose resources from those set out by staff and also for the 'Children's Choice Table'; however some resources are repeated too often limiting the children's experiences. Their learning is generally promoted because most staff make sound use of open ended questions asking for example, 'What are you making? Would you like to tell me about it?' when children are building with bricks, and 'Is it loud or quiet?' when playing Sound Lotto. Children can generally participate because some activities are adapted to meet their developmental needs. For example, when younger children are looking for their name card at snack time, they are shown their name written on their Communication Book, making it easier for them to find the right place to sit. Children show perseverance and concentration, for example, a small group sit listening to a story and discussing why they must use sun cream on the beach and remember their sun hats. They later recount the story with one child remembering that the bird in the story was a Seagull.

Children's development is generally promoted in most areas as the staff plan a range of activities using their sound childcare knowledge and experience. They have a basic knowledge of the 'Birth to three matters' framework enabling them to meet the needs of all those who attend. Children are interested in their play relating to their own lives and events happening at home. When doing a dinosaur puzzle children tell staff that they bought a dinosaur cookie from ASDA and 'it had stripes on.'

Nursery Education

The quality of teaching and learning is satisfactory. Children are making sufficient progress and their overall development is generally promoted because some staff have a sound knowledge of the Curriculum guidance for the foundation stage. However, as this is not consistent children are not always offered sufficient challenge limiting their further thinking and development. Although planning methods identify key children for certain activities, staff are not always secure in their own ability in adapting the activity to meet children's differing stages of development again limiting further progression. Staff observe children as an ongoing process but as there is only basic assessment of children's starting points and the assessment procedure does not clearly indicate children's progress, this again results in activities that do not always offer appropriate challenge.

Children participate in a range of activities which foster their development and help them acquire new skills and knowledge. These include regular opportunities to participate in role play, crafts, construction and physical play. They also participate in themed work, providing them with opportunities to look at a range of topics such as, Homes, Colours, Outer Space, Senses and Growing.

Children are confident and mostly settled, entering the session happily. They know the routine, automatically sitting on the mat for registration and lining up before going outside. Their independence is consistently encouraged as they pour their own drinks at snack time and put away their own lunch boxes when they have finished eating. Their confidence and self-esteem are promoted because staff offer meaningful praise such as 'children you are sitting nicely, well done'. Children generally concentrate and listen to small group stories although regular access to free choice books is limited. They are starting to understand that print carries meaning, for example, a child looks at a printed picture when doing a puzzle helping them to find the correct places for the pieces. Children are starting to link sounds to letters as they are encouraged to look for their name card with some identifying that 'My name has A for alligator in it.' Children are starting to enjoy mark making with some 'writing' their name on their pictures to be taken home later.

Children are beginning to recognise that numbers carry meaning, correctly counting back from ten to one before saying 'Blast off' like a rocket and holding up the correct number of fingers when singing 'Alice the Camel'. Their understanding of positional language is developing through use of the parachute and everyday situations. When lining up to go outside one child says to another 'I'm standing behind you.' Children are starting to do calculation through singing songs such as five current buns. When reading a story involving an octopus they work out that if they join four pairs of their legs together they will have eight just like the octopus. Children are developing an understanding of the uses of information technology, for example, through using the computer and age appropriate software and battery operated resources. They are encouraged to use all senses when exploring and describing objects, for example, through the use of custard, jelly and shaving foam. When making the custard they discuss the change in colour and texture enjoying feeling it run through their fingers. Their knowledge of the world around them is encouraged through activities such as, building an ant house and discussing the sort of homes and houses that they live in.

Children are developing an awareness of different forms of physical movement such as climbing through wooden shapes and crawling through a tunnel on an obstacles course and then using their fine motor skills for threading, drawing and small construction resources including trains and tracks. They discuss the effects of exercise by thinking if they are hot or thirsty after a

physical activity increasing their awareness of their own body's needs. Children are able to identify colours and enjoy a range of opportunities to explore colour, texture and shape, through playing with play dough, paint and sand. They make good use of their developing imaginations through role play scenarios such as pretending to be the 'washing machine monster' being 'fed' by the other children. They also enjoy going on a musical journey using the instruments to accompany them on their way.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected as individuals and staff ensure that their specific needs are clearly identified and met. Activities and resources, such as celebrations of festivals, books and play figures promote children's positive view of the wider world and their understanding of other cultures. Whilst discussing the theme of senses, children's understanding of blindness is sensitively developed as they read a book called 'Hank the Guide Dog' which has the words written in Braille. Staff ask the children to close their eyes and feel the words in the book encouraging their sense of touch whilst thinking of others in the community. Some staff are experienced in caring for children with learning difficulties and/or disabilities having attended update training at regular intervals. A practical written policy increases and supports all staff knowledge enabling them to offer and ably care for all children.

Children are kind and considerate to each other being aware of their own needs and those of others. During snack a child offers the Inspector a bread stick and at lunch time another kindly offers some of their sandwich demonstrating thought for others. Whilst playing outside children freely share their feelings, for example, by one saying to another 'I missed you while you were away.' Children generally respond well to the staff whose positive approach and good role modelling ensures that children's spiritual, moral, social and cultural development is fostered. Children's individual behaviour is generally good. They are developing a sound understanding of the ground rules and of what is expected of them. For example, they know that when the timer rings it is tidy up time and they automatically change their shoes on entering the pre-school. However, in large group situations children's behaviour is often unfocused as staff find it hard to keep their attention and concentration for any period of time leading to quite high noise levels and activities being disrupted.

Children's needs are well and accurately documented and their welfare promoted because of the good and effective relationship staff have with the parents. Use of Daily Communication books keeps parents informed of their child's day to day development also acting as a two messaging system between staff and parents. Newsletters help inform parents regarding special events or points of interest. However, although they sign the pre-school policies at the start of their child's placement, the policies including the Complaint's procedure, are not made readily available to them after this. Also the complaints procedure is not current with the latest Ofsted updates.

Partnership with parents and carers is good. Parents are given comprehensive information about the areas of learning in the Pre-school Prospectus and are involved in their children's learning by for example, providing items for 'Show and Tell'. The termly News Booklet includes photographs of the children's themed art work and lists forth coming topics and developmental areas to be covered. Parents are invited to discuss their child's development throughout the year at meetings with staff or sooner if concerns arise. Parent questionnaires ask parents for their views about the pre-school and a suggestions book enables anonymous comments to be

recorded. When questioned, parents respond very positively about the setting using phrases such as 'Brilliant', 'fantastic' and 'very pleased'.

Organisation

The organisation is satisfactory.

Overall the children's needs are met. The registered person uses sound recruitment and vetting procedures and the ratio of qualified staff meets requirements. Staff demonstrate a satisfactory knowledge and understanding of 'Birth to three matters' and the Foundation Stage accessing additional training when it is practical to do so, although more is needed. Regular appraisals and ongoing monitoring ensure that the pre-school's policies and procedures are understood by all and applied.

Sessions are suitably planned, with a generally balanced range of activities. Children are generally given sufficient resources providing stimulation and interest. They benefit from generally well deployed staff, who consistently interact with them and give them suitable support and encouragement. This helps children feel secure and confident. Sound organisation of all areas ensures that children are never left waiting between activities because staff plan ahead, setting up new activities whilst the children are involved in group stories or outdoor play.

The leadership and management is satisfactory. The manager and Leader act as good role models and staff are generally motivated showing commitment to ongoing improvements. The manager and Leader have developed sound and realistic aims and values for the provision and provide a clear vision for staff to follow therefore, continuing improvements for children's care and education. The manager and leader are aware of the strengths and weaknesses for the children's care and education and what is required for improvement. The established staff team work very well together and are good role models for children.

Improvements since the last inspection

Not applicable

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

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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 that concerns are recorded in accordance with the Local Safeguarding Children's Board
- develop the range and use of resources to meet all children's needs and offer further challenge
- ensure that the Pre-school Policies, including the Complaint's Procedure, are made more readily available to the parents and updated with the latest Ofsted changes
- develop methods of managing behaviour in large group activities

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):

- further develop the recording of children's starting points and observations to show children's progression towards the early learning goals
- further develop staff knowledge of the Foundation Stage
- develop the use of resources and routine to challenge the children's learning and development including more daily opportunities to use books.

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