

Crabbs Cross And Hunt End Pre-School Ltd

Inspection report for early years provision

Unique Reference Number	EY340614
Inspection date	23 April 2007
Inspector	Saida Cummings
Setting Address	St. Peters Church, Littlewoods, REDDITCH, Worcestershire, B97 5LB
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Registered person	Jacqueline Susan Clements
Type of inspection	Integrated
Type of care	Full day 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?

Crabbs Cross And Hunt End Pre-School is managed by Crabbs Cross and Hunt End Pre-School Limited. The setting opened in 1975 and re-registered in 2006 under the new management. The pre-school operates from one room in St Peters Church Hall in Crabbs Cross area of Redditch, Worcestershire. All children share access to a secure enclosed outdoor play area. A maximum of 26 children may attend at any one time. Children from the age of two to under five years of age attend the setting. The setting is open each weekday during term time. Sessions are from 09:00 to 12:30 on Mondays and 09:00 to 15:00 Tuesdays to Fridays.

There are currently 44 children aged from two to four years on roll. Of these, 30 children receive funding for early education. Children come from the surrounding areas. The setting offers support to children with learning difficulties or disabilities, and children who speak English as an additional language.

The pre-school employs eight members of staff. Of these, five hold appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to develop self-care skills during daily hygiene routines including washing their hands after outdoor play, toileting and before meals. There are appropriate procedures in place for dealing with any accidents, administering medication if requested and initially gathering information from parents and carers concerning individual children's health needs. The risk of infection to children is reduced as parents and carers are made aware of the guidelines followed and children are not cared for if they have an infectious illness. Children are building up their independence through daily routines, such as putting on and taking off their own coats, jumpers and shoes.

Children are learning to gain control of their bodies and move confidently around the setting. They take part in planned and spontaneous indoor physical activities to help use different parts of their bodies. For example, they enjoy taking part in indoor netball during wet weather where they are able to practise their aiming and throwing skills. Children benefit from the many opportunities for daily fresh air and exercise. They are able to develop their physical skills on a regular basis as outdoor play is timetabled into most of the sessions. They confidently use various play equipment to help them balance, climb, slide and rock. However, some of the outdoor play equipment, such as the slide and wheeled toys, are too small for some of the older children. Consequently, the more able children are not always sufficiently challenged when taking part in outdoor physical activities. Younger children's health needs are well met as staff use the 'Birth to three matters' framework to plan specific activities for this age group which encourages them to gain control of their bodies and to acquire physical skills. For example, when playing outdoors young children are encouraged to use the trampoline to help them extend their jumping and balancing skills.

Children are well nourished and enjoy a varied and interesting diet. They bring their own packed lunches and are provided with healthy snacks and drinks for the remainder of the day. Children enjoy well-organised snack and mealtimes where they sit in appropriate groups and use these opportunities to build on their socialising skills. Their independence is encouraged for most of the time during meal and snack times, such as fetching their own lunch bags and feeding themselves. However, children are not encouraged to clean themselves after eating and are not able to help themselves to drinking water during sessions. They are provided with filtered drinking water which is poured out by adults when requested.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and welcoming environment. Staff follow appropriate procedures for completing appropriate and regular risk assessments to ensure hazards to children are minimised. Furniture and equipment are set out to enable children to move freely and safely. Children have access to an enclosed outdoor play area which is checked for hazards prior to each outdoor play session. This area is also divided into separate sections for the different types of play to ensure risks to children are minimised. For example, all the wheeled toys are available in one section whilst the other section is used for imaginary play, the slide, trampoline and sand play. Children are made aware of the emergency evacuation procedure which is regularly practised.

Children have access to safe and clean play equipment and resources. Staff follow appropriate procedures to ensure all equipment is regularly cleaned and checked for safety. Children are constantly supervised and taught safety as part of their everyday activities. This includes discussions concerning safety rules, such as to sit properly on chairs and to try avoiding bumping into each other when using the outdoor wheeled toys. Staff give good explanations as to why children should follow the safety rules and encourage children to think about the consequences of their actions and behaviour.

Children's welfare is safeguarded because the management and staff have a good understanding of child protection procedures. The provider and some of the staff have completed appropriate child protection training and they are all aware of the Local Safeguarding Children Board guidelines. They are also aware of the procedures to follow should there be any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and are building up their self-esteem. They benefit from the way the resources and equipment are organised which helps them to gain relevant experiences. They are able to self-select from a wide variety of interesting and stimulating play equipment and resources either from the wide selection set up by the adults or by helping themselves to toys and resources which are stored in labelled boxes situated at their own levels. As a result, they are able to instigate their own play and use the toys and materials to engage in meaningful play. Children socialise well, are busy and engage in purposeful activities throughout the sessions. They are given time to concentrate and complete their chosen tasks. Young children have opportunities to socialise with older children as staff plan activities that enable all the children to be involved. Staff specifically plan for this age group to ensure they have many opportunities to develop and build on their knowledge and skills. The younger children are very well catered for as the specific staff who work with this age group use the 'Birth to three matters' framework effectively to extend children's outcomes through effective planning and organisation of resources. For example, as part of the current 'Frogs' topic children are jointly making a 'pond' collage and are busily painting the blue background. They are supplied with a variety of different paint brushes, including decorating brushes, and are also able to use their hands if they wish. This enables staff to encourage some of the younger children to develop their hand-eye co-ordination, concentration and creativity further. Some of the younger children spend a long time concentrating on their art work.

Nursery Education.

The quality of teaching and learning is good. Children's mathematical development is good. They have opportunities to use mathematics during planned activities and as part of their everyday routines. They have access to a specific mathematics area with various visual aides which is set up with appropriate equipment, such as calculators, play tills, scales and tape measures. They are able to instigate their own play and use these materials throughout the session. Children are also developing their understanding of counting and using mathematics through fun activities. For example, they all join in with the music and rhyme session when they are encouraged to count the number of 'frogs' left when singing 'Five little speckled frogs'. Communication, language and literacy are well developed. Children recognise familiar words and are good in their linking sounds to letters. Staff encourage children's understanding of different letters as part of their everyday play, such as encouraging children to point out the appropriate letter on the low-level posters which sounds the same as the first letter in their name. Children enjoy stories and spontaneously use the book corner to look at books which

interest them. They also enjoy joining in with story time and shared reading sessions. An example of this is when all the older children are given the same copy of a picture book and take turns to talk about the scene and what they can see on each page. They enjoy describing what they can see, what they think the characters are doing and saying. This then encourages them to think about the story line and helps them to put the story together. Children have opportunities for writing during specific planned activities and as part of their everyday play. They are able to help themselves from a variety of writing materials, which is stored on a low-level trolley, to help them make marks and develop their writing skills.

Children's personal, social and emotional development is well fostered because of staff's knowledge and understanding of how young children learn and progress. Children are able to instigate some of their own play activities and also choose from the various planned activities set up by the adults. As a result, there is a balance between adult and child-led activities and children make good links in their learning. Knowledge and understanding of the world is good. Children have regular opportunities to investigate, explore and use their senses. For example, they enjoy experimenting with the sand during outdoor play, making patterns using the different tools and equipment, making 'pies' and trying to understand why wet sand will not go through the funnel. Children have opportunities to use information and communication technology as part of their everyday play. They confidently use appropriate equipment such as play telephones, programmable toys and play tills. Children use construction equipment to build models and use their imagination. Some of this is spontaneous and children work either alone or in small groups.

Children's physical development is well fostered. They handle small equipment, such as scissors, glue sticks and paint brushes with confidence. They have opportunities to develop their hand-eye co-ordination during planned and spontaneous activities, such as cutting and sticking, crayoning and building construction equipment. Although children have many opportunities to take part in physical activities, at times the more able children are not sufficiently challenged when using some of the outdoor play equipment. Creative development for children is good. Children are able to create their own paintings and drawings as they have many opportunities to freely draw and paint during each session. They are able to take part in art and craft activities and take pride in their creations which are colourfully displayed. Children use their imagination during role play and are able to bring in some of their experiences from home, such as 'cooking the dinner' when using the home corner.

Overall children make good progress in all areas of learning. They are curious and inquisitive and staff encourage them to think for themselves and to develop their skills. Adults consistently and positively interact with the children to encourage their interest, involvement and learning. Staff plan interesting activities which are also adapted as required to take children's spontaneous play into consideration. As a result, children are motivated and have the freedom to initiate their own learning. All children are eager to learn, self-assured in their play and confident to try new experiences. There are systems in place for observing, monitoring and recording children's achievements. Staff set achievable targets for each child to progress or to challenge them in specific skills. There are also appropriate systems in place for staff to ensure activities are adapted to ensure any specific targets for individual children are met. As a result, children's individual learning is encouraged and they are able to progress at their own pace. Children's behaviour is managed very well as staff hold appropriate discussions to encourage them to play safely, think about their actions and to be kind to one another. As a result, children are generally well behaved which enables them to progress as there is a positive learning environment.

Helping children make a positive contribution

The provision is good.

Children know each other well and form harmonious relationships. They hold meaningful discussions in small groups and include each other in spontaneous play. Children have access to a good range of resources to promote their awareness of diversity and take part in several planned activities to help them understand their own and other cultures. Children know what is expected of them and are generally well behaved. They are able to follow adults' instruction and hold discussions concerning safety rules and behaviour. Staff use visual aid cards to encourage children's good behaviour, such as 'good sitting' and 'good listening'. Children work and play well together, taking turns and sharing, for instance they take turns to use the wheeled play equipment and trampoline during outdoor play sessions. Staff are good role models for the children and encourage them to be polite and to say 'please' and 'thank you'. Any behavioural issues are dealt with appropriately and sensitively. Staff praise and encourage children's positive behaviour and ensure there is a consistent approach. Children's spiritual, moral, social and cultural development is fostered.

Children are encouraged to be involved and staff ensure all children are included. There is an effective equal opportunities policy in place which is implemented by all staff. They are aware to immediately address any discriminatory behaviour or remarks. There are good procedures in place for caring for any children with disabilities or learning difficulties. Staff show a good awareness of how to ensure children's individual specific needs are met. There is a good system for working with parents, carers and outside agencies which ensures any children with disabilities or learning difficulties are able to progress at their own pace and reach their full potential. There is also an effective procedure for working with any children who speak English as an additional language. Any children with a specific need are included in the life of the nursery as any specific activities are incorporated into the daily sessions and routines. Sign language is also used with all children and is especially useful for communicating with any children with specific needs. Individual educational plans with achievable targets are devised for each child with a specific need. These are implemented by all staff and regularly reviewed to ensure children are able to progress at their own pace.

Partnership with parents and carers of funded children is good. Staff establish a good working relationship with parents and carers which contributes significantly to children's well-being in the setting. They are aware of the importance of involving parents and carers in the life of the setting and their children's development. Staff initially seek information from parents and carers concerning their children's starting points and their stages of development. As a result, staff are able to specifically plan activities to ensure individual children's care, health and developmental needs are met, and that they have opportunities to build on their basic skills. Parents and carers are made aware of who the key worker staff member is for their child and they have daily opportunities to discuss any issues and how their children have spent their day. Parents and carers are provided with good quality information about the setting which includes information about nursery education and how children work through the 'Foundation Stage' curriculum. They are kept well informed of what their children do and their achievements through daily discussions and by sharing the development 'tracker' books. Children benefit from this good communication system as parents and carers are encouraged to be involved in their children's progress and development by extending some of the activities into the home.

There are good links between home and the setting to extend and involve parents and carers in their children's learning and experiences. These include parents and carers helping children to develop some of their learning at home. For example, the older children recently took their

shared reading books home and staff explained to parents and carers how they can help their children to look at the picture books, discuss what they can see and help the children to start forming the story. Children were then able to extend this into the setting when they took part in a group shared reading session.

Organisation

The organisation is good.

Children benefit from the staff's good use of time and resources. They are cared for in a well-organised environment and the premises are bright and welcoming. The premises are organised to ensure children are cared for in child-friendly surroundings where they are able to choose activities they wish to take part in and make free choices throughout each session. Staff ensure a daily timetable is followed and children are familiar with the daily routines. A picture of a train is used as a visual aid to help children understand each day's timetable and planned activities. Pictures of the children carrying out the planned activities are displayed in each train carriage to help children understand how the day is planned. Staff organise the daily sessions to allow children to build on their confidence and independence for most of the time. However, some parts of the sessions need reviewing, such as during meal and snack times, to encourage children's independence further. The high level of adult to child ratio positively supports children's care, learning and play.

The service is regularly reviewed as parents' and carers' views and suggestions are taken on board and whenever possible changes are made to accommodate any requests. There are good systems in place for keeping the required records. Appropriate recruitment and vetting procedures are in place which ensure children are well protected and cared for by staff with knowledge and understanding of child development. Staff are committed to improving their knowledge and understanding and enjoy attending various training events. Children benefit from staff's development as any new procedures or good practice are implemented into the care provided. Parents and carers are supplied with good quality information about the organisation of the setting and how the children are cared for. They are kept fully informed of the setting's events through regular newsletters and notices.

Leadership and management for nursery education are good. The provider has clear aims for the setting and is committed to evolving and developing the provision. The effectiveness of activity planning for children is good. The written plans cover the main focus activity and link into the other free play activities made available during each session. As a result, children are able to freely choose activities and to be challenged through activities linked to learning outcomes. The provider and staff work well together as a team and are committed to providing a high standard of care and education for the children. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents and carers, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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 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):

- review the organisation of sessions to encourage children's independence further.

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):

- develop the physical outdoor play activities to ensure the more able children are sufficiently challenged at all times.

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