

Oliverson's Full Day Care Unit (OK Club)

Inspection report for early years provision

Unique Reference Number	309872
Inspection date	25 May 2007
Inspector	Anna Barnes
Setting Address	Goosnargh Oliverson CE Primary School, Goosnargh Lane, Goosnargh, Preston, PR3 2BN
Telephone number	01772 866 415
E-mail	
Registered person	Oliverson's Full Day Care Unit (OK Club)
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 inadequate - notice of action to improve. The registered person does not meet 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?

Oliverson's Full Day Care Unit opened in September 2003. It operates from a large portacabin attached to Goosnargh Oliversons CE Primary School in Goosnargh, Lancashire. It is operated by a management committee. The nursery serves the local area.

A maximum of 40 children from two to eight years may attend at any one time and not more than 24 under five. There are currently 126 children from three to 11 years on roll. This includes 11 funded three-year-olds and 26 funded four-year-olds. Children attend for a variety of sessions.

The nursery is open Monday to Friday five days a week 38 weeks of the year. Sessions are from 07.45 until 18.00. The facility also operates a breakfast and after school session during term time.

There are nine members of staff who work with the children. Seven staff have early years qualifications to National Vocational Qualification Level 3. The setting receives support from the early years childcare and development partnership teacher team. Support from the special educational needs outreach team is accessed.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well nourished and enjoy healthy snacks each day. They peel tangerines to eat, use knives skilfully to spread cheese and butter on bread, closely supervised by staff. This helps them to develop their independence skills and hand-eye coordination. Fresh drinking water is accessible in a jug with child-sized cups on a low table for children to help themselves to as part of continuous provision. The children have their own individual water bottles available that they freely access during the session when the snack bar is not operating, therefore keeping children hydrated. They demonstrate some pouring skills as they help themselves to drinks at the snack bar. The children's understanding of healthy eating is extended as they enjoy learning about growing plants from seeds and buying healthy ingredients to make soup and fruit milkshakes. They also benefit from a visit from the local health visitor who talks to them about being healthy and explains all about what are good and bad foods.

Children demonstrate an understanding of simple health and hygiene practices and they are learning to take responsibility for their own self-care routines. For example, they use the toilet independently and wash their own hands using the easily accessible soap and paper towels provided. They understand the routine and when they have to wash their hands, for example, a child confidently explained you have to wash your hands before snack, when you have been to the toilet or have messy hands with paint on them. Children are well protected from infection because the sick child policy is well adhered to. Three staff hold a current first aid certificate that further supports children's health and safety.

Children take part in regular physical activity both indoors and outdoors. They thoroughly enjoy running around in the large playground, throwing and kicking balls, riding and steering bikes confidently to avoid collisions. They move with agility and coordination as they climb onto the balancing beam and monkey bars of the purpose designed wooden climbing structure. Indoors, children show a good awareness of personal space as they move around the continuous provision exploring and accessing resources easily. Their fine motor skills are developing as they handle a variety of tools when exploring sand, water, play dough and compost.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an environment that is welcoming and safe. The nursery is attractive and welcoming due to the effort of the staff. Children's art work is displayed creatively on the walls, which positively supports their sense of belonging. The staff display a range of information on the parent's notice board in order to keep them well informed. The room is well arranged into identified areas, such as role play, quiet reading area, mark making, creative and mathematical. The continuous provision extends into the outdoor area allowing children to freely move and explore a variety of experiences. Resources are easily accessible to children who can independently self-select from the wide range stored in low-level drawers and shelves, that have been clearly labelled in words and pictorial symbols of the items contained within.

The premises are safe and secure. Staff make sure that they supervise children's arrival and departure to ensure that the gates and doors are securely closed. Risk assessments are carried out by the staff to address any areas of potential concern that may impact on children's continued safety and well-being. Children learn about keeping themselves safe by helping to

tidy up their toys so that they do not trip over them. Fire safety is also taught, through regular emergency evacuation practises.

Children are well protected because staff fully understand their important role in protecting them from abuse and are able to put appropriate procedures into practice if needed.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy positive relationships with staff, who greet them warmly. They are confident, show interest and are keen to participate in a range of suitable activities. For example, they spend time climbing apparatus in the outdoor area, using their imagination with small world toys, exploring different mediums in the water play and successfully blowing bubbles through a long tube that made them laugh.

The children freely link up with friends and move from one activity to another. Staff are beginning to learn about the 'Birth to three matters' framework to support them in their planning and assessment of the younger children under three years, who are making satisfactory progress.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make satisfactory progress because staff have a reasonable understanding of their needs and provide a suitable range of activities and experiences. Short term plans are a collection of focussed activities, however they do not link into the planning. Children's starting points are established through information gathered from parents during informal assessments of new children and they are making satisfactory progress towards the early learning goals.

Staff have sufficient knowledge of the Foundation Stage, however, they are not using the information gained from previous observations in order to clearly identify what children need to learn next and inform future planning.

Children have a positive attitude to learning and are interested in the range of activities and initiate positive interactions with others. Children are confident communicators and listen well in a large group of children. Children enjoy looking at books, skilfully turning pages and talking to their peers about the pictures of bears whilst in the bear cage. Some children can confidently recognise and write their own names on their work, practise writing letters in the foam, whilst others enjoy the other opportunities to explore and learn to make marks during painting, drawing and chalking on the flags outside. There are opportunities during games and daily routines for children to learn to count, recognise numbers and experience simple calculation. For example, children confidently count backwards from number five. Staff use visual aids and encourage children to count the number of frogs sitting on a log. Staff said 'if I take one away how many frogs do you have?', the child responded 'four' correctly. They learn to match and sort during routine games, for example, with different objects, thus developing mathematical concepts during practical activities. Children enjoy the opportunity to explore and experiment with a variety of materials, including sand, water, paint, compost and play dough. They independently use a range of tools with increasing control to create patterns in the sand and compost.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing some understanding of diversity through a reasonable range of resources that include small world toys, dressing up clothes and jigsaws, that reflect culture and disability. They develop awareness of the wider world through planned activities that are linked to customs and cultures, for example, celebrating Chinese New Year, Divali, Easter and Christmas. Staff extend the experience for children by providing a variety of related books, dolls, dressing up clothes, small world toys, utensils, such as chop sticks, play food and posters depicting positive images of different cultures and disabilities. There are systems in place to support children with learning difficulties or disabilities and the designated member of staff is aware of the importance of working closely with parents and other agencies to support children's individual needs. Children's spiritual, moral, social and cultural development is fostered.

The staff act as positive role models, they are calm and gentle in their own approach, addressing each other politely and respectfully. Behaviour issues are managed using suitable strategies and appropriate explanations at a level children understand. Positive behaviour is rewarded with stickers, stars and certificates for good behaviour. Children are helped to develop self-esteem and respect for others as they actively listen to each other at group times. They are regularly praised and encouraged by staff which makes them feel good about themselves and develop a strong sense of self.

Partnership with parents and carers is satisfactory. Parents have access to their children's assessment records and informally discuss their children's progress with the staff on a regular basis. Parents receive sufficient information about the educational curriculum via the display boards, newsletters and parents evenings. They spoke positively about the open door policy the nursery has, the home links scheme and felt staff are approachable and easy to talk to should they require advice. Parents are also encouraged to visit the group prior to their children starting so that they can provide information in the 'all about me booklet' to assist in identifying children's starting points.

Organisation

The organisation is inadequate.

The provider maintains satisfactory organisation in most areas.

Policies, procedures and documentation are mostly maintained, however, the times of arrival and departure for staff are not maintained, accident records are not signed or kept confidentially and the complaints procedure is not understood or implemented in line with regulations.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Children are relaxed and confident in their environment. Space within the nursery is generally well organised and enhances the play opportunities for children. Staff have a positive attitude and attend courses to update their knowledge to support the care and learning of the children.

Leadership and management is satisfactory.

Staff meetings are used to enable staff to have sufficient understanding of their roles and consistency in maintaining outcomes for children. Staff have a satisfactory understanding of the stepping stones and early learning goals. The group liaises closely with advisors from the local authority to maintain the quality of education they are providing for the children.

Improvements since the last inspection

At the last inspection the pre school group were given two recommendations that related to food storage and arrangements for children to rest. There is now sufficient sheets and blankets available to accommodate the children should they wish to have a rest. The packed lunch boxes are now stored in the fridge.

A recommendation given for nursery education was to practise writing their name and other words on their work. During the inspection this practice was observed.

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 records may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that complaints are recorded in line with regulations
- ensure times of arrival and departure are maintained for staff and accident records are signed by parents and kept confidentially

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 planning and assessment procedures to ensure that staff use the information gained from their observations to effectively inform future planning and what children need to do next.

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