

# The Glebe Pre School

Inspection report for early years provision

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<b>Unique Reference Number</b>	218259
<b>Inspection date</b>	15 May 2007
<b>Inspector</b>	Karen Cooper
<b>Setting Address</b>	Stanton Road, Stapenhill, Burton-on-Trent, Staffordshire, DE15 9RR
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<b>Registered person</b>	The Glebe Pre-School Committee
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

The Glebe Pre-school has been established for 39 years. It operates from one large upstairs room in a church building in Stapenhill, Burton-on-Trent. The setting serves the local area.

There are 34 children aged between two years six months and five years on roll. This includes 17 funded three-year-olds and four funded four-year-olds. The setting supports children with learning difficulties and disabilities. Children attend for a variety of sessions. The setting opens five mornings a week during term times. Sessions are from 09:15 until 11:45. A lunch club is provided on a Wednesday and Thursday from 11:45 until 13.00.

There are three full-time and one part-time staff who work with the children. Over half of the staff have relevant early years qualifications. The setting receives support from a partnership advisor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Through established routines children are actively encouraged to learn the importance of good personal hygiene. They understand they have to wash their hands before eating and after toileting. However, hygiene practices need to be reviewed with regard to hand washing particularly after craft activities to ensure the risk of cross contamination is reduced. All aspect of children's personal care is discussed with parents at registration, this includes suitable footwear which enables the children to play in comfort and safety.

Children's health is further promoted because staff hold relevant first aid qualifications and take prompt action if children become unwell. A well-stocked first aid box is available, the contents of which are regularly checked by staff. Children's accident, medication and emergency consent forms are in place and accurately maintained.

Children's health is promoted by staff taking a range of positive actions to encourage healthy eating. Children are encouraged to enjoy food and understand why some foods are healthy and others are not. Snack times are relaxed social occasions when children and staff sit together around the table to enjoy their food and each other's company. Children are provided with regular drinks and jugs of water are always available. All aspects of their individual dietary requirements are discussed and agreed with parents.

Children have regular opportunities to play and enjoy physical activities and exercise. They are helped to understand that exercise helps them to stay healthy through planned activities and topics. For example, they eagerly participate in a physical activity following the direction of an arrow held by a member of staff. This helps them develop the confidence to enjoy moving with control, using their bodies in various ways.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean and well-organised environment. They separate easily from their parents and settle happily to their self-chosen activity. They move around freely, safely and have access to good quality equipment and resources which are age-appropriate for their developmental needs.

Children's safety is promoted because staff take positive action to keep all areas safe and secure within the setting. Staff monitor the safe arrival and departure of children. Full risk assessments of the building and equipment ensure prompt action is taken when hazards are identified. Good use is made of the outside play area and children are well supervised both in and outdoors. Children are kept from harm through clear explanations of the boundaries in place to keep them safe. Emergency evacuation procedures are clearly displayed and practised with the children on a regular basis. The pre-school has sole use of the church hall during operating hours, other users of the premises are excluded from the area during the session.

Children's welfare is further safeguarded because staff understand their responsibilities and know the procedures they must follow should they be concerned about any child in their care. The pre-school has all of the required procedures and documentation in place to ensure that children's welfare is safeguarded and promoted, which they ensure is shared with parents.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children benefit from staff who support their play purposely. They are well settled, enjoy their time at the pre-school and are helped to achieve. They know the routines and are keen to join in with the activities. A wide variety of toys and resources ensure children join in activities that stimulate their learning and help them make progress in their development. For example, they explore the texture of salt as they let it run through their fingers and develop their hand and eye control as they use it to make patterns.

Children develop a good sense of belonging as staff get to know them well and respond to their individual needs appropriately. Staff plan activities using the 'Birth to three matters' framework to enable young children to learn through play. During role play staff join in a beach and picnic adventure responding promptly with genuine interest to the children's requests and interests. This helps them to feel valued and appreciated. The children happily take turns and co-operate with each other. They are sociable and close and caring relationships with staff increase their sense of trust. This enables the children to make progress in their personal, social and emotional development. Good use is made of the outside play area. There are daily opportunities for all children to play outside to promote their physical development. They have access to a range of suitable outside toys and resources, such as wheeled toys, push along bats, balls and climbing equipment.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from a broad and interesting range of activities which cover all areas of learning with clear links to the Foundation Stage curriculum. Staff plan an interesting and exciting range of practical activities, which help children develop positive attitudes towards learning. The manager takes responsibility for planning the educational programme in consultation with staff. The learning environment is well-organised and stimulating and because staff set clear and consistent boundaries children's behaviour is very good.

Children show good concentration when building a wall for the big bad wolf to blow over and listen attentively to stories, such as, 'Can't you Sleep Little Bear'. They have formed good relationships with each other and staff and are beginning to understand right from wrong. They confidently express their needs and manage their self-care well when attending the bathroom. However, opportunities are missed during daily routines to encourage the children to develop their independence, particularly during snack time. Children regularly take part in activities that raise their awareness of the similarities and differences of others and have access to a range of resources that promote a positive view of our wider world. Through topics such as 'Around the world' children have tasted food from other cultures, such as nan bread, mango chutney and exotic fruits.

Most children engage easily in conversations with other children and adults. They are confident in making their needs known. They respond promptly to signals given by staff to indicate a change of routine and actively help tidy away after each activity. Staff use questions and discussion effectively to promote children's thinking and reasoning. They practise their early writing through easy access to the writing area and role play situations. However, opportunities are limited to ensure children see their name in print.

Children use number as part of everyday routines for example, counting the days of the week. Many children can count beyond ten with confidence for example, when building a wall they counted 17 bricks. They learn about size, shape and colour through practical activities. For example, sorting and matching objects into various dishes of the same colour. Children participate in a variety of craft activities, such as painting, printing, collage and water play. The role play area allows children to express themselves with increasing ability through imaginative play. For example, a travel agent where they confidently look through holiday brochures chatting to each other and staff about the destination they intend to visit and enthusiastically organise a trip and a picnic to the beach.

### **Helping children make a positive contribution**

The provision is good.

Children are learning to respect diversity within their immediate and wider community through planned and spontaneous activities, toys and resources such as dressing up clothes, dolls and books. They take part in celebrations of different festivals from around the world, such as Diwali and have tasted food from other cultures. All children are treated as individuals and have equal access to all activities and facilities available to them. Children have close and trusting relationships with staff who understand their individual needs very well. Although there are no children with learning difficulties or disabilities, there are clearly identified procedures in place to address the specific needs of all children.

Children's spiritual, moral, social and cultural development is fostered. They receive praise and encouragement and learn what is right and wrong. As a result children's behaviour is good. They learn to share, take turns and show consideration for others. They respond positively to the high expectations set by staff who use appropriate strategies to manage children's behaviour in a way that promotes their understanding and learning.

Children benefit from the friendly relationships between staff and parents. Staff work in close partnership with parents. This helps ensure children are settled and secure. Parents receive relevant information about the general organisation of the pre-school. Daily verbal and written information is shared openly. Parents are kept well informed of their children's daily routines and activities.

The partnership with parents and carers regarding nursery education is outstanding. Clear and concise information is displayed about the education programme. Communication with parents is very effective through daily contact, notice board, displays, regular newsletters and parent review meetings. Staff ensure parents are involved in children's initial and ongoing assessments, they encourage parents to share what they know about their child's interest, achievements and learning, which has a positive impacts on the children's overall progress and development. Parents are encouraged to visit the pre-school at any time. Parental participation is promoted using a rota system and parents are given clear and meaningful tasks to undertake. Parent reviews are held twice a year for fuller discussions about their child's progress. Written information is issued to parents at the initial meeting and throughout the year providing detail about the Foundation Stage curriculum. Parents comment positively about the active involvement in their child's learning, about the service and care offered and of the relationships with staff and their children.

## **Organisation**

The organisation is good.

Children are cared for in a friendly and caring environment. Staff work effectively as a team and have access to further training opportunities to enhance their knowledge and skills. They know the children very well and are attentive to their individual requirements. The overall organisation of the pre-school ensures that children's needs are effectively met and that they are able to safely and independently access all available areas.

All legally required policies and procedures are in place. These are often comprehensive and are known to staff so that they contribute to children's health, safety and well-being. Documentation is well-organised, regularly reviewed and shared with parents. Children's personal information is stored securely, which helps to maintain confidentiality.

The leadership and management of nursery education is good. The manager takes the lead role in planning the educational programme by working closely with staff to implement a good variety of stimulating activities to support children's ongoing learning. Staff monitor and observe children's progress which is used to inform future plans. The manager has a clear vision of the strengths and areas for improvement of the setting and is committed to improving the care and education of the children.

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 make sure induction is effective to ensure staff are aware of and familiar with all written procedures; make sure that premises are secure and that children are unable to leave them unsupervised; ensure that the child protection procedure for the setting includes procedures to be followed in the event of an allegation being made against a member of staff; ensure the registration system includes time of arrival and departure for children, staff and helpers and request written permission from parents for seeking emergency medical advice or treatment.

The manager and committee are responsible for recruitment and vetting procedures which ensure children are well protected and cared for by staff with knowledge and understanding of child development and the service offered. All staff are requested to sign a form to say that they have read and understood the settings policies and procedures, which include a comprehensive child protection policy. Children's safety is promoted because staff take positive action to keep all areas safe and secure within the setting. Full risk assessments of the building and equipment ensure prompt action is taken when hazards are identified. Staff monitor the safe arrival and departure of children, staff and helpers. The manager is responsible for recording the arrival and departure times of all children and children's medication and emergency consent forms are in place and accurately maintained.

At the last inspection of nursery education the setting was asked to increase opportunities to explore position, count and use number for a purpose; provide opportunities to make marks and to formulate correctly the letters they are writing; improve staff's knowledge of the early learning goals and introduce systems to monitor and evaluate the quality of teaching.

Staff have increased the opportunities for children to develop their understanding of positional language and number through daily activities. The writing area provides children with a variety of media to make marks with, such as pencils, crayons and chalks. Writing implements have

also been introduced in the role play area. All staff have undertaken training to improve their knowledge of the early learning goals. Children's learning is promoted because staff and committee meetings are regularly held to ensure practice issues are discussed and improved on.

### **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 further action 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 may 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):

- review and improve procedures to prevent cross infection with regard to hand washing

#### **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):

- maximise the use of daily routines to further support and develop children's learning and independence.

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](http://www.ofsted.gov.uk)