

Chantlers Pre-School

Inspection report for early years provision

Unique Reference Number	EY346120
Inspection date	27 June 2007
Inspector	Sara Haigh
Setting Address	Chantlers CP School, Foulds Avenue, Bury, Lancashire, BL8 2SF
Telephone number	07980 943691
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Registered person	Chantlers Pre-School
Type of inspection	Integrated
Type of 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 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?

Chantlers Pre-School Playgroup has been in operation since 1982, initially located within Chantlers Primary School, and from 1994 in a pre-fabricated building within the school grounds. It is located in the Elton area of Bury and has been re-registered due to a change in the registered person to a pre-school committee.

The setting offers sessional day care from 09.00 to 11.30 and 13.15 to 15.45 Monday to Friday during school term times, with the exception of Tuesday afternoons when the pre-school does not operate. A maximum of 24 children may attend the pre-school at any one time and there are currently 54 children on roll, this includes 12 three-year-olds and 28 four-year-olds who are in receipt of nursery funding.

There are eight members of staff who work with the children, six of whom hold appropriate child care qualifications. The setting works closely with the local Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is protected because staff follow an effective hygiene policy and procedure to ensure that areas used by the children are adequately cleaned. For example, all tables are cleaned before snacks, children are routinely reminded to wash their hands after toileting and before eating. As a result, children's awareness of good hygiene is being promoted. However, children can only access cold water to wash their hands as the hot water temperature is inconsistent and has been turned off. Children are encouraged to use tissues to wipe their noses, these are readily available for children to help themselves. There are clear procedures for dealing with accidents, such as a fully stocked first aid box and half of the staff having current first aid certificates. This exceeds minimum requirements and ensures children receive appropriate care and attention in the event of an accident or emergency. Children are well taken care of in the case of illness as the setting follows a clear sick child and administration of medication policy that is shared with parents.

Children enjoy healthy snacks which include fresh fruit, bread sticks and dried fruit to promote their growth and development. Children are offered a choice of water or milk to drink at snack time and they have free access to fresh drinking water throughout the session to keep themselves refreshed and hydrated. Staff consult parents about children's dietary requirements and ensure they are all aware of these, so children remain healthy.

Children enjoy a wide range of activities which contribute to their good health. They have regular opportunities to play outside and use a range of equipment with increasing skill and control. For example, children balance hoops on cones and complete obstacle courses. Children engage in many activities which successfully nurture their hand to eye coordination and support their early writing skills, such as using rolling pins and cutters in the play dough and making pictures with small beads.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, child friendly environment, which gives them a sense of belonging. They are warmly greeted by staff and their work is displayed around the setting. Staff make the most of the provision by organising space and resources to allow children to move safely around different activities.

Children move freely around the provision and are well supervised by staff who make sure children are always within their sight. Children are developing confidence in trying new challenges, such as learning to construct a large scale tent, because staff support them by staying close and teaching them to use equipment safely. Children select activities from a broad range of good quality toys and equipment.

Children are kept safe due to adequate security measures. The entry system is secure and visitors are recorded. Children are learning about keeping themselves safe, for example, when they regularly practise emergency evacuation procedures. However, records show that electrical checks within the setting have not been completed since 2004. Although off-site outings do not take place frequently, children are kept safe because staff ensure they plan well and consider

all potential issues as they complete a practice visit and full written risk assessment. On visits children wear high visibility waist coats and the adult to child ratio is increased.

Children are safeguarded because staff understand their role in child protection and are able to put the policy into practice. Most of the required documentation is in place ensuring children's welfare is effectively safeguarded. However, the child protection statement is in need of updating to accurately reflect the current practice of the setting. It does not include the procedures to be followed in the event of an allegation being made against a member of staff or volunteer. This is a breach of regulations.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy attending the pre-school and they enthusiastically take part in what is planned for them. Staff support children, working alongside them at adult-led activities and engaging with the children in a variety of activities and experiences. Children begin to distinguish between right and wrong as the staff set good examples to the children, such as reminding them about manners and sharing.

Staff plan an interesting range of activities that maintain the children's interests. The topics are often supplemented with visitors to the setting and nature walks. For example, the children have received visits from a lollipop lady, post-man and various animals. Staff use a variety of teaching methods, which includes small groups, large groups and individual one to one support. Children confidently make choices about their play, activities and resources from the range made available by staff. Resources are regularly rotated to maintain children's interest and are generally presented at child height, which helps them move towards independence. However, the planning does not currently utilise the 'Birth to three matters' framework in conjunction with the Foundation Stage.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a good knowledge of the individual children and are developing a sound understanding of the Foundation Stage and early learning goals. The manager works closely with staff to provide a balanced range of activities across the six areas of learning. The manager takes responsibility for the planning and is currently reviewing and updating the present systems. There is a clear and effective assessment procedure that includes spontaneous observations of the children and also observations of them taking part in structured, adult led activities. These form the children's individual development folders. Summative records of achievement are completed with three dated pieces of evidence for each stepping stone. Although the planning of activities links to different bands of stepping stones over time, the systems are not yet fully developed to show clear links between children's assessments and plans. As a result, children's next steps are not identified to inform the short term plans and to ensure all staff know what children are expected to learn. Children receive high levels of purposeful interaction from experienced and responsive staff. However, within some adult-led activities, children are not always encouraged to express their individual creativity and develop self-help skills. For example, at a modelling activity staff use sellotape dispensers, cut out shapes and direct designs.

Children are interested and motivated to learn. They form friendships and chat together as they dress and undress dolls. Children work well together, they learn to negotiate and take turns as they play games with the parachute. Many have good communication and language

skills. They are confident and expressive as they recall their visit to the reception class and volunteer to share workbooks from home. They enjoy listening to stories in a large group and are able to sit and concentrate as staff explain the sessions activities. Children learn about initial sounds as they focus on a different letter each week and some children are beginning to write their names using recognisable letters. Children learn about numbers and develop counting skills as they engage in number songs and calculate how many children are present and absent. Children develop a strong sense of community through fund raising events and the pre-school's presence at the school's annual summer fair. Children learn about the natural world as they plant sweet peas and pansies, go on 'welly walks' to a duck pond, examine mini-beasts and collect items on nature walks. Children develop design skills as they use a selection of conventional construction toys. Children have regular access to a computer to develop their mouse and operating skills. Children express their imagination as they dress up and act out real experiences in the role play area. Children develop good large muscle skills as they regularly engage in physical play indoors and out. They ride on tricycles, throw beanbags into a shape sorter, bounce on a trampoline, and use a slide. Children also have opportunities to use large scale equipment as they visit the local park.

Helping children make a positive contribution

The provision is good.

Children develop a sense of belonging and feel at ease at the setting, as they are welcomed by friendly, familiar staff. Photographs of themselves at play and displays of their art work promote children's self-esteem and positive self-image. Children are aware of the daily routine and have some opportunities to take responsibilities within this, such as helping to tidy up. The planning, equipment and resources promote children's awareness of other cultures and the world around them. Children learn about other religious festivals and celebrations throughout the year, such as Chinese New Year, Diwali and Christmas. Staff promote equality of opportunity as they ensure all children are able to access and engage in the range of activities on offer, provide toys and resources that reflect our diverse society and use language that does not reinforce stereotypes. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties, disabilities and English as a additional language are provided with good support. Staff work with parents and other professionals to ensure children's needs are met and they are fully included in the life of the setting. The pre-school has a good relationship with the local primary school, ensuring children make a smooth transition to school. Children behave well. Staff provide clear and consistent boundaries to help children know what is expected of them and use distraction, praise and encouragement appropriately to encourage good behaviour.

The partnership with parents and carers of children in receipt of nursery education funding is good. Information regarding the provision is initially shared with parents at admission, where parents have a comprehensive welcome meeting. Various displays around the setting provide parents with information about the benefits of learning through play and the Foundation Stage curriculum. Parents are asked to complete an 'All about me' booklet with their children which provides information on children's starting points and their likes and dislikes. Parents are kept informed about their children's achievements through daily verbal feedback, twice yearly parents evenings, a summative record of achievement and observation folder. Parents receive monthly newsletters about topics that the children are covering, events that are happening and items they can bring in from home. Parents are involved in their child's learning as they are invited to help in the sessions, take reading books home, complete activity sheets and contribute to a weekend diary for a toy cat or dog. Parents can access their children's individual records at

any time as they are visibly kept within the room. Parents speak highly of the provision. They are pleased that their children are happy to attend and they value the approachable and friendly staff.

Organisation

The organisation is satisfactory.

Children benefit from an experienced and consistent staff team who have worked together for some time. Children and families benefit from this continuity. The staff team work hard and communicate well with each other, they have a high regard for children's well-being. Staff are well organised and are given designated responsibility for tasks in the setting on a rota basis. Therefore, children have opportunities to explore the resources available to them and benefit from high levels of staff interaction during adult-led activities.

Children are appropriately supported by their key-worker and all the adults in the setting. This positively contributes to their care and well-being. However, the organisation of snack time does impact negatively on children's learning opportunities. Some children are sat at tables for long periods whilst others wash their hands. Children become restless as they wait for the snack to be prepared and staff do their best to distract the children by singing songs.

Documentation is well organised and most policies and procedures work in practice to promote outcomes for children; they are currently being updated, in liaison with staff and the manager, to ensure that they accurately reflect their working practice. Information on staff's qualifications, training and criminal record bureau checks are present and staff have annual appraisals. However, staff files do not include information about their recruitment and other necessary suitability checks such as references.

The quality of leadership and management of the pre-school is good. This contributes to children's progress towards the early learning goals. Staff are aware of their roles and are well supported by the manager, who often works with the children. The manager has the responsibility for the nursery education and has positive systems in place to monitor and evaluate the effectiveness of the provision. Staff attend training where possible, to further develop their childcare practice, knowledge and skills and the setting works closely with an early years advisor.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

This is the first inspection since re-registration due to a change in the registered person.

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.

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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 further the registered person should take account of the following recommendation(s):

- ensure children have access to hot water for hand washing
- ensure electrical checks are up to date and completed regularly
- review the child protection policy and include procedures to be followed in the event of an allegation being made against a member of staff or volunteer
- improve the organisation of snack time routines in order to maximise learning opportunities
- update the compilation of staff records to include information about recruitment and other necessary suitability checks
- develop the planning and activities for young children, in line with the aspects and approach described in the Birth to three matters framework.

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):

- continue to develop the observations, planning and assessments to ensure clear links are made and that children's next steps are identified and inform the planning (also applies to care)
- promote children's individual creativity and self-help skills (also applies to care).

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