

# Clifton Street Pre School

Inspection report for early years provision

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<b>Unique Reference Number</b>	508006
<b>Inspection date</b>	26 June 2007
<b>Inspector</b>	Rosemary Davies
<b>Setting Address</b>	Clifton Street Social Hall, Clifton Street, Swindon, Wiltshire, SN1 3QB
<b>Telephone number</b>	01793 491187
<b>E-mail</b>	
<b>Registered person</b>	Clifton Street Pre School
<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 outstanding.

### WHAT SORT OF SETTING IS IT?

Clifton Street Pre-School opened in 1997. It is managed by a voluntary committee made up of parents of children at the pre-school. It operates from the Clifton Street Social Hall with children using the main hall as a playroom. Kitchen, cloakroom and office facilities are also used by the pre-school. There is ready access to an outdoor play area. The pre-school opens for five week days during school terms. Sessions run from 09.15 to 12.00, with an optional lunch club operating on Mondays, Tuesdays and Thursdays. Children attend for a variety of sessions and are drawn from the local, socially mixed area.

There are currently 49 children from two years to under five years, on roll. Of these, 38 receive funding for nursery education. The pre-school supports children with learning difficulties and physical disabilities, as well as those who speak English as an additional language.

The nursery employs six staff in total of whom three have appropriate early years qualifications at Level 3 or above. The supervisor is a qualified early years teacher. Support is received from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's good health and physical well-being is maintained extremely well in this pre-school. Children eat healthy snacks daily, provided by the group, using organic produce as far as possible, such as bread sticks, raisins and fresh fruit. Some children stay to 'lunch club' and many bring healthy lunches as parents and carers are made well aware of the pre-school's policy on healthy eating. Staff set excellent examples by sitting with the children and eating healthy lunches themselves. They discuss what the children eat and which are the more healthy options. Children's understanding of healthy eating is extended further through topic work and weekly cooking activities. They help themselves to organic milk or fresh drinking water, as needed.

Children use a very clean environment and are extremely well protected from the dangers of cross-infection. Parents are kept advised of any outbreaks of infectious ailments, knowing when they must keep their children at home. All staff keep their first aid training up to date. They are trained in giving particular medication to meet individual children's needs. Children play with clean resources and are themselves involved in the maintenance of these. They help wash plastic bricks, for example, knowing this is to get 'all the germs off'. They learn the importance of personal hygiene, with older children washing their hands after using the toilet, unprompted. Children develop their personal independence extremely well too, changing their footwear and learning to change into their gym clothes. Children progress very quickly in developing their physical skills. They engage in daily activities, which promote exercise, body control and extend their skills through use of a wide range of equipment.

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

The provision is good.

Children play in a highly suitable and welcoming playroom, making full use of the available space; this includes a very small outdoor pathway, which is utilised fully for limited outdoor learning experiences. Indoors, equipment is stored at child height, which encourages children to select resources, thus promoting their independence in learning, extremely well. Children move around the playroom confidently, easily finding their favourite resources and choosing what they want to do because of this arrangement. Staff make the hall an inviting environment to children and their parents by decorating it with bright displays of the children's work, whilst parents access a wide range of information from large notice boards in the entrance vestibule.

Children play in a secure and safe environment. Staff follow stipulated procedures closely at the beginning and end of sessions to safeguard children. Visitors cannot enter unchallenged and the outside door is locked securely once sessions begin. Staff know their roles and responsibilities with regard to safeguarding children and understand the local child protection procedures. Safety checks are carried out thoroughly each session to make sure the room, and its equipment, is safe for the children's use. Suitable fire prevention precautions are in place, with fire alarms and smoke detectors tested regularly. However, the fire extinguishers have not been checked in the last year, although the pre-school's staff actioned this prior to the end of the inspection by contacting the local authority that is responsible for overseeing the implementation of such checks.

Children learn how to keep themselves safe. Staff encourage them to help tidy up the playroom, which they do willingly, understanding why sand must be swept up, for example. They learn how to cross roads safely, practising this when walking to visit local schools.

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

The provision is outstanding.

All children attending this pre-school are aged over the age of three years and staff make effective use of the Foundation Stage Guidance to provide highly appropriate learning experiences for them. Children bounce into the playroom, eager to find out what is on offer for the day. They move around as they wish, making decisions about what to do and for how long from the wealth of activities on offer. They thoroughly enjoy these, using all their senses to find out about the world around them. They are equally keen participants in both group and individual work. All activities are play-based, practical and meaningful to the children. Relationships are excellent as illustrated by the children's eagerness to show staff what they have created, as they know it will be valued. This develops children's self-esteem extremely well.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children make excellent progress towards the early learning goals for the Foundation Stage. Progress in their personal, social and emotional development, communication, language and literacy and in their mathematical development, is particularly noteworthy. Their quick progress results from the excellent learning environment planned and created by the staff, who have an excellent understanding of the Foundation Stage; the first class role models that staff offer and the effective observation techniques employed, enable them to plan the next steps in learning effectively for all children in the pre-school.

Children take the lead in most activities. Their views and opinions are listened to and acknowledged. This means that they understand the pre-school's 'Golden Rules' because they have helped draw them up. They take part in decisions about activities too, deciding what sort of pretend play will take place in the 'role-play' area. Currently, this is a 'flower shop' and children delight in pretending to buy flowers, discussing their different names and colours with excellent support from staff, and engaging in play about 'weddings' and 'princesses' as a result. Their language is constantly enriched both in individual conversations and in planned group work. Staff plan activities so that children can learn about the same ideas in different ways. Whilst concentrating on the letter 'o', for example, they create the colour orange by mixing red and yellow paint and then use it to print with a wide range of items that are circular in shape - and even eat oranges at snack time to help reinforce their learning.

Staff support children's learning extremely well, questioning children effectively, describing what they do and modelling what is expected, for example in their physical play. They offer cheerful, positive and enthusiastic role models to the children.

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

The provision is outstanding.

The partnership with parents and carers is outstanding. It underpins much of the successful work that is carried out with the children. Parents and carers are welcomed and included from the moment their children attend the pre-school. Some serve on the committee and many serve

on the 'helper' rota, providing valuable daily support to the staff and children. Staff find out all they can about the children before they start and subsequently exchange views on how children are settling in at a 'First Impressions' meeting. Such effective communications help all children settle in quickly, with their individual requirements catered for.

All children are welcomed warmly. The pre-school staff work hard to make sure the Equal Opportunities Policy extends to all, so that everyone is able to participate equally in activities, including those with learning difficulties, disabilities or learning English as an additional language. Diversity is welcomed, acknowledged and celebrated. Families' differing backgrounds are reflected in the planning of activities and parents are warmly welcomed to share their particular celebrations through cooking special recipes, for example. The community spirit of this pre-school is reflected in the quickness with which the committee and parents respond by fundraising to support the pre-school's work. Parents speak warmly and appreciatively of the work of the preschool.

Parents are kept fully informed of children's progress in both their learning and development, through regular informal chats, written reports and regular parents' meetings. Staff share with them their expectations for children's behaviour through the pre-school's Behaviour Policy. They celebrate children's successes, encouraging them to show off their creations and showing a genuine interest in what children have made. Children quickly get to know the pre-school's routines and staff's expectations of them. Staff intervene quickly if needed, to help children re-focus on their activities, should they become overexcited, for example. Children's behaviour is excellent. Their spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Clear management systems are in place with the committee chairperson and supervisor well aware of their separate roles. The committee supports the work of the pre-school extremely well under the able guidance of its chairperson. The committee members have written descriptions of their individual roles, so all are clear about the delegation of responsibilities. Robust procedures are in place for the appointment of staff, with children cared for by well-qualified persons who are cleared as being suitable to work with them. Staff undertake regular training, as identified through the appraisal process, showing a professional commitment to improving their practice. All legally required documentation is in place and a full range of policies and procedures helps ensure the smooth and efficient running of the pre-school. Policies are in the process of being reviewed but that for complaints does not fully reflect most recent legislation, as confidentiality is not guaranteed.

The leadership and management of nursery education is outstanding. The supervisor provides excellent leadership to the staff team and is a first class role model. Staff work together as an efficient team to create an exciting learning environment. They cover the wealth of experiences offered, effectively. They meet together regularly to monitor children's learning and progress. There is a clear commitment to improving what is offered to the children and staff seek, take and act on the advice of outside professionals. Together, they identify the pre-school's strengths and weaknesses, drawing up clear action plans for future provision. Staff have excellent systems in place to aid the transition from pre-school to school. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Following the last inspection of the care provision, the pre-school was required to address two recommendations relating to children's safety when using the climbing frame and parents' access to policies. Both these issues have been addressed successfully so that children's safety is better assured and parents can be fully informed of the pre-school's policies and procedures and are provided with contact details of the regulator, Ofsted.

Following the last inspection of the provision of nursery education, the pre-school was required to address three key issues relating to the programmes for children's mathematical development, the use of communications and information technology and to provide better support for those children learning English as an additional language. Each of these issues has been addressed successfully, so that children's progress towards the early learning goals has improved.

### **Complaints since the last inspection**

Since 1 April 2004 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 outstanding.

### **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):

- continue the review of policies and ensure the complaints procedure fully complies with the October 2005 legislation.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)