

# Newbold Parish Church Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	206826
<b>Inspection date</b>	27 June 2007
<b>Inspector</b>	Karen Ann Byfleet
<b>Setting Address</b>	Eagle Club, Littlemoor, Chesterfield, Derbyshire, S41 8QN
<b>Telephone number</b>	01246 451141
<b>E-mail</b>	
<b>Registered person</b>	Newbold Parish Church 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 good.

### WHAT SORT OF SETTING IS IT?

Newbold Parish Church Pre-school opened in 1967. It operates from several rooms in an old school building which has been converted for community use. The pre-school use the whole building when in session and the group serves the local area and adjoining areas of the town.

There are currently 82 children from two years to under five years on roll. This includes 30 children who are in receipt of nursery education. Children attend for a variety of sessions. The setting supports children who have special needs and those with English as an additional language.

The group opens five days a week during school term time only. Sessions are from 09:00 to 11:30 every weekday and from 12:30 to 15:00 Monday, Wednesday and Friday. There are 11 staff and one volunteer who work directly with the children, with a minimum of 10 staff at each session. All staff hold an early years qualification to level 3. The setting support students on childcare training and they receive support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is well maintained. They know and understand daily routines and are independent in their personal hygiene with regard to toileting and hand washing. Children's health and welfare is safeguarded as sufficient staff are trained in first aid. A sick children's policy is in place which is shared with parents and helps to ensure children are protected from illness and infection. All relevant documentation is in place with regard to accident recording and the administration of medication.

Children are provided with healthy, nutritious food and drinks. They enjoy a good variety of snacks such as cereals, toast, pasta and an assortment of fresh and dried fruits. Drinking water is available to the children throughout the session, at their request and they are offered a choice of water or milk with their snack. Children's individual dietary needs and requirements are met as staff discuss these with parents and record them.

Children's health and well-being is further promoted as they enjoy participating in a full range of physical games and activities. Staff plan and provide a good range of indoor and outdoor physical play, helping the children maintain a healthy lifestyle. The children clearly enjoy participating as they use a good range of large equipment for developing their climbing and balancing skills. For example, they use the climbing frame with growing confidence. The children manoeuvre pedalled toys such as trikes and scooters well and have good spatial awareness. Through games such as 'Hop Scotch' and various ball games the children are able to develop their physical and

co-ordination skills well.

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

The provision is good.

The provision is clean and well maintained and provides a warm, welcoming environment for children and adults. Space is utilised well and children are able to move around in comfort and safety. Children are able to freely self-select from the wide range of suitable, age appropriate toys, games and resources which are well maintained and in good condition. All the children show lots of interest and enjoyment as they actively engage in the fun and challenging activities which are planned and provided. The kitchen, where all snacks are prepared, is located next to the play area and risk assessments of the premises and toys are undertaken by the staff to ensure children's safety is maintained.

Children's safety is well promoted. The premises are secure and children are unable to leave them unsupervised. The main door to the building is kept locked with an effective system for managing access to the premises. A policy for lost or uncollected children is in place and understood by all the staff. Children are developing a good awareness of how to stay safe in an emergency situation as evacuation drills are practised regularly. These are recorded to ensure all children attending over the week have opportunity to participate.

Children's welfare is safeguarded well as staff have a good awareness and understanding of child protection. They are familiar with signs of abuse and how to ensure any concerns are dealt with confidentially and the procedures to follow. Any incidents concerning the welfare of children are well recorded, including existing injuries which children may arrive with. All staff

have attended training and the manager and deputy are fully aware of the Local Safeguarding Children's Board procedures.

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

The provision is good.

Children are very happy and settled within the environment. They seek out their friends and form strong relationships with their peers and the adults caring for them. Staff provide all children with a suitable range of age appropriate toys and equipment maintaining their interest and stimulating their development. Staff have attended training in 'Birth to three matters' and implement this well. They take the different ages and abilities of all children into account, enabling them to meet children's individual needs and provide opportunities to help them develop their emotional, social and intellectual capabilities. Observations made by staff of the children's learning and development are used to help them plan the next steps in children's learning. A well stocked book area is available at all times and children enjoy looking at the books both independently and with staff. However, the ineffective use of available space does not provide children with a quiet, comfortable area in which to fully enjoy the books.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals and show great interest in the exciting range of activities which are well planned. Staff have a sound knowledge and understanding of the Foundation Stage and how children learn. They have attended training and update their skills regularly through workshops provided by the local authority. A key worker system is in place and enables staff to observe and record children's development. Staff record detailed observations of children's activities. These are then used to track children's learning and progress and informs future planning. Staff constantly talk to the children, engaging in their play and asking appropriate questions in order to extend their understanding and develop their language skills. They value what the children have to offer, giving lots of praise to all the children for their efforts and achievements, helping to raise their self- esteem. Space is organised well and offers a stimulating environment where children are able to make their own choices from the good range of resources that are available.

Children have a positive attitude to learning. Their communication and literacy skills are developing well along with their concentration. Through a good range of role play situations and circle time, children are developing their use of language skills and use writing for a purpose well. For example, they talk about the different places they have been for their holidays and when playing 'Travel Agents' they write out order forms, take telephone messages and write letters. Throughout each session children are able to independently access a good range of mark making resources such as pencils, crayons, chalks and paints. All storage boxes are clearly labelled with both words and pictures, helping children with word recognition. Through a variety of well planned activities, children use and are beginning to understand a range of mathematical concepts. They count with growing confidence through games such as hopscotch and enjoy activities which enable them to match, compare and sort. They are confident in colour and shape matching, count reliably up to 10 and can recognise numbers and shapes. Children have many opportunities to explore their natural environment and raise their awareness of living things as they take walks in the woods to look at nature and collect leaves. They also make visits to the local shops and visitors into the setting such as the local police, helps to raise their awareness road safety and people who help us. They are beginning to develop a sense of the wider world as they participate in planned activities which look at different celebrations and

festivals. Children's understanding and awareness of technology within their environment is developing well. They have regular access to a computer and programmable toys such as cash registers and telephones.

Children's creative and physical development is progressing well. They enjoy a varied programme of activities. They independently access drawing, chalking and modelling activities, use scissors with confidence and control and a range of tools for mark making, joining and fixing. They are provided with many opportunities to explore colour and texture such as painting activities where they are able to mix their own paints and experiment with colour. Children use their imagination and creative skills well. They have daily access to role play situations and dressing up which enables them to act out familiar scenarios. For example, when playing on the trikes and scooters they use the tools to pretend to fix their broken down vehicles. Through planned activities and free choice the children enjoy making music and dance as they experiment with a variety of musical instruments. A designated soft play area has been created by the staff which children of all abilities are able to access and enjoy. Within this area children are able to further develop their physical skills in balancing and spatial awareness as they learn to manoeuvre over and under the large soft shapes.

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

The provision is good.

All children are treated with equal concern and their individual needs are met through the well planned activities, as staff take account of their capabilities and stages of development. The children have access to a suitable range of planned, age-appropriate toys and resources from which they are able to self-select, developing their independence and promoting free choice. Through role play situations, small world toys and visits into the local area, children are learning about their own community. Their knowledge and understanding of the wider world is developing well. Good systems are in place for ensuring any children who attend with a physical and/or learning disability are integrated well within the group. Staff adapt activities well to ensure inclusion for all children. Individual education plans, close working relationships with parents and support from outside agencies ensures continuity of individual care and any specific needs are met. A policy, which is understood by all staff and a designated staff member for special needs is in place. Staff manage children's behaviour well. They are consistent in their approach which is in line with the setting's policy and procedure. Children are very well behaved as they share and take turns and relate well to their peers and the staff caring for them.

Relationships with parents are positive and friendly. They are made aware of how the setting operates through an information booklet and the setting's policy file which is available for parents to view. In addition, plans of daily activities and snack menus are displayed and newsletters each half term provide parents with good information about forthcoming events and any fundraising news. Information such as the complaints procedure is displayed on the notice boards. Children's individual needs are fully discussed and recorded with parents and daily discussion keeps them informed of their child's time in the setting. Consequently, children are settled and their needs are met well.

Partnership with parents and carers of funded children is good. They receive information on the six areas of learning and activities that their children will take part in. Verbal exchange of information is conducted with parents at the end of each session. Staff complete records of children's development and their progress through the stepping stones. However, these are not fully informative or shared with parents to enable them to have a full understanding of

their children's progress. A complaints procedure is available to all parents which includes the address and telephone number of the regulator.

Children's social, moral, spiritual and cultural development is fostered. They are developing their independence in their personal hygiene and have equal access to resources. They are cooperative and are beginning to learn about their own and the wider world through planned activities and visits made into the local community.

## **Organisation**

The organisation is good.

Children are happy and relaxed within the environment and they receive appropriate levels of support from the staff, which makes the children feel safe and secure. There are sound recruitment and vetting procedures in place which ensures that they are only cared for by suitable adults. All the required policies and procedures are in place, enabling the provision to safeguard the children who attend. A daily register of children and staff attendance is in place and well maintained along with a visitors book. Children's records and staff details are stored securely and are available for inspection. There are clear systems in place for recording accidents which promotes children's welfare. All staff hold relevant childcare qualifications and first aid certificates and have a positive attitude towards training, which enables them to continually increase their knowledge and skills.

Leadership and management of nursery education is good. The committee keep in touch with systems and policies through regular meetings with staff and discuss any issues such as fundraising events or the reviewing of policies and procedures. Regular meetings between the staff are held to discuss planning and evaluate the setting's progress. A detailed evaluation record is well maintained. The manager ensures staff are well deployed throughout the session, they interact well in children's play and ensure the children are well supervised, helping to extend their learning and giving additional support. The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection it was recommended that the setting: conduct a risk assessment of the provision of ventilation to all rooms; ensure that all staff and children who do not attend for every session do not miss the opportunity to experience fire practises on a regular basis and to ensure that the operational plan contains information as requested in the guidance to National Standard 2. In relation to education the setting was asked to further develop records of children's activities to show their achievements in relation to the early learning goals; develop staff's knowledge of the early learning goals so that they are familiar with the learning intentions of activities, how these are evaluated and recorded and to make sure that there is a differentiation of activities for more and less able children and that children who attend for more than one session per day are offered different activities.

Staff are pro-active in evaluating the practice of the setting. All documentation is in place and staff continue to develop their skills through on-going training. The setting's operational plan is in place and contains details of staff qualifications, the aims and objectives of the provision and the staffing structure. Limited access to opening windows, in order to provide ventilation has been addressed well by the staff. As they ensure the rear playground is safely enclosed they are able to have the rear doors to the building open, allowing fresh air to circulate through the building. In addition to this, during very hot weather, a fan is put in place which is kept out

of children's reach ensuring their safety whilst allowing ventilation within the main play room. Regular emergency evacuation practice is followed and recorded. These are carried out at various times and on various day, ensuring all children who attend throughout the week have opportunity to participate and develop their understanding of the setting emergency evacuation plan.

Improvements in nursery education have been made as staff have undertaken further training in the Foundation Stage Curriculum are further developing the records they keep of children's development. Planning highlights how activities are adapted to ensure all children within the setting are able to participate. Staff engage well with the children in their play, asking age appropriate questions, showing how they differentiate between the different ages and abilities of the children. Children are able to freely select from the wide range of activities and resources as they wish. Providing them with wider choices.

### **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 record may contain complaints other than those made 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):

- further develop the book area in order to provide children with comfortable seating making the area more inviting (also applies to nursery education)

#### **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 a system to ensure parents and carers are provided with detailed information about their children's progress and development.

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)