

Little Glendalers Pre School

Inspection report for early years provision

Unique Reference Number	EY345800
Inspection date	29 June 2007
Inspector	Shirley Delaney
Setting Address	Glendale Infant School, Skye Close, NUNEATON, Warwickshire, CV10 7LW
Telephone number	07969 603 025
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Registered person	Little Glendalers Pre School Limited
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 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?

Little Glendalers pre-school registered in 2006; it operates from a modular building within the grounds of Glendale infant school, situated in a residential area of Nuneaton. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.30 and 12.30 to 15.00, operating during school term time only. All children have access to a secure enclosed outdoor play area.

There are currently 45 children on roll. Of these 43 children receive funding for nursery education. The pre-school serves families and children in the local community and surrounding areas. The setting supports children with learning difficulties.

The pre-school employs six staff. Of these five including the manager hold appropriate early year's qualifications and one is currently working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are actively learning about personal hygiene through the staff's good example and practice. They are fully aware of the hand washing routines. When asked by staff why they need to wash their hands, children express with confidence that they need to wash the germs off and older children are able to verbalise the effects germs can have on their bodies.

Children's health is generally safeguarded through the setting's policies, procedures and records, which are easily accessible and well-organised. Accident and medication procedures are closely followed and information is carefully shared with parents. Children benefit from being cared for in clean and well-maintained premises. The staff implement the health and hygiene procedures in place. For example the bathroom is cleaned twice a day after each session and the snack bar area is cleaned and prepared before and after children's snack.

Children have access to outdoor play at all times. Throughout the session they are able to choose between activities taking place within the indoor play space or the outdoor area. Outdoor play takes place during all but the most extreme of weather conditions, as the covered section provides children with shelter from the elements. The children also benefit from the sensory experiences that this offers. For example, listening to the rain falling as it hits the roof of the covered area, feeling the effects of the wind and experiencing the fragrance of the herbs and flowers they have helped to plant. Children enjoy taking part in regular physical play opportunities. They have opportunities to develop their physical skills whilst running and playing toys and equipment to develop skills in pedalling, pushing and pulling, throwing and catching. However equipment to develop skills in climbing, does not offer challenges for more agile children, and there are limited opportunities to develop skills in scrambling and swinging.

Children benefit from nutritious snacks of fruit and vegetables and individual dietary needs are known and accommodated well. Children's self-help skills and independence are well fostered as they freely access cartons of milk, help themselves to drinks of water and make their selection from the display of fruit and vegetables provided in the snack bar. Their knowledge of healthy eating is promoted well through taking part in cooking activities such as making fruit kebabs and through discussion with staff about the benefits of fruit and vegetables for promoting bodily growth and strength.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are learning about aspects of personal safety through discussions with staff about being safe. The staff reinforce children's awareness of safe practices. They remind children not to run when leaving the room to access the bathroom and when hurrying to meet their parents at going home time. The children regularly participate in fire evacuations which promotes their understanding of safely evacuating the building in the event of an emergency.

The setting is exciting and stimulating; child-centred posters and examples of the children's creative work are attractively displayed, making a welcoming environment for all. The indoor and outdoor play area are effectively organised to allow the children to participate in the full range of activities offered. The children are able to freely select toys and equipment, which

have been thoughtfully provided to foster all areas of their development; it is mostly accessible and well-positioned and is kept in a very clean and safe condition.

Children benefit from being cared for in secure premises where attention is paid to promoting their security and supervision. Access to the building is well supervised, parents gain entry at arrival time after which time the door is secured with a safety chain. Visitors are met at the door, given entry once their identity is established and asked to sign the visitors' book. The staff are largely aware of possible risks to children's safety and have taken many steps to remove most hazards in the setting. Risk assessments and daily checks are completed routinely, however, they are not comprehensive enough to identify all risks and as a consequence hazards exist for children in one area of the building.

Staff have a clear understanding of their role in relation to child protection. Children's welfare is generally promoted as staff are aware of signs of child abuse. They know who to report their concerns to and the procedures to be followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop a sense of trust, security and belonging as they are looked after by key members of staff. The key worker system helps staff to learn about the particular needs of each child within their key work group. Children separate well from their parents and carers on arrival at the pre-school and settle into the routine of the day, hanging their coats on pegs and following the process of self-registration.

Children are offered a wide variety of play opportunities. Importance is placed on providing a stimulating and well-balanced range of activities, planned to provide children with rich experiences upon which to build their future learning. Children benefit from regular learning and play opportunities influenced by the interaction of outside visitors to the setting. For example, whilst following the theme of people who help us they experienced visits from the fire service and a nurse. This offers the children good opportunities to explore, investigate and to relate to others.

Children's language and thinking skills are enthusiastically promoted through general conversation and through the frequent questions asked of them by the staff. The children's confidence and self-esteem is enhanced as the staff listen carefully to their responses; social skills are developed as the children are encouraged to take turns in speaking and listening.

Nursery Education

The quality of the teaching and learning of nursery education is good. Staff work as a team to formulate plans for children's learning. At the weekly meeting staff put forward suggestions and ideas on how to deliver play and learning opportunities for the children. Plans completed detail learning intentions for children, linked to stepping stones and early learning goals. Plans are very well organised and provide staff with clear information about goals for children and clear guidance about their roles as practitioners. Learning intentions are displayed around the room to remind staff of the intended learning for children. Staff are knowledgeable about the Foundation Stage and make good use of assessments to plan activities that match the children's maturity and provide challenge for their varying abilities. As a consequence the staff confidently and effectively assist and facilitate children learning.

Children investigate objects and materials through a variety of experiences. They access an extensive range of sensory experiences through use of materials in their play including sand, soil, soap flakes, jelly, water, corn flour, play dough and real dead fish. The use of fresh fish in the preparation of an underwater scene re-created in the water play, enabled the children to experience the feel and smell of real fish and learn about the scientific principles of cause and effect. Staff constantly strive to identify new ways to support children's learning and with their enthusiasm and support children confidently try new experiences. Activities such as watching snails as they make trails across paper and digging for worms inspires children's interest in the natural world and living creatures. They are able to observe and find out about their environment through activities such as planting seeds, herbs and flowers.

Children are given frequent opportunities to explore shape, colour, form and space during creative activities. They use their imagination and particularly enjoy role play activities. For example, when they dress up and act out the roles of doctors, nurses and receptionists whilst the role play area is set up as a hospital. Children enjoy singing rhymes and songs and join in associated actions enthusiastically.

The print-rich environment fosters children's understanding that print carries meaning and can be used as a method of recording and communicating, particularly at arrival time when they self-register their presence. Children have access to books which they learn to handle with care. Their interest in books is developed through routine times of the day when they share a book as a group. They also benefit from free access to books and regularly choose to look at one on an individual basis. Most children recognise their names at registration; many older children identify letters of the alphabet and can spell out their name. They enjoy listening to stories and are able to confidently use the audi-equipment to listen to a range of stories and music. Children also have access to and make use of other electronic equipment, such as calculators and computer equipment, developing their awareness of information technology and how things work.

Children's develop a good awareness of mathematics. Their interest in numbers is well sustained and supported by staff, who talk to children routinely about numbers. They have good opportunities to see numerals and shape in the environment and many older children recognise numbers. Children count up to 10 and routinely count to 20 and above during circle time, when they count the number of children in attendance. Children are using mathematical ideas and methods to solve practical problems.

Children receive lots of encouragement from staff to co-operate and work together as a team. For example, they work together as a group to use a large parachute during key group time. At large group/circle times they hold hands to form a large circle and staff talk to children about being friends when discussing the rules. As a consequence children learn to show consideration for other children and learn to work well in both large and small groups. Children's behaviour is well managed and this results in a calm caring environment. As a result children are able to maintain appropriate levels of concentration. They are able to work independently and are developing skills of self-reliance as they independently access resources and activities. Their sense of responsibility is fostered through small tasks and daily routines, for example, they are keen to help to tidy away toys.

Helping children make a positive contribution

The provision is good.

The children behave very well. Staff have high expectations of the children and strategies to promote positive behaviour are consistent, age-appropriate and positive. The children's spiritual, moral, social and cultural development is fostered. Younger children are given gentle reminders through use of picture cards depicting the golden rules, which include 'being kind, sharing, caring for their environment and each other. Older children are actively encouraged to resolve their differences through discussion, developing their skills of negotiation and compromise. Throughout the session children are often praised. Their confidence and self-esteem is well promoted. All children receive praise for their achievements and behaviour, for example, staff praise children when they demonstrate good listening skills, for being helpful, sharing and kind to one another.

Children with learning difficulties are well supported in the group. Staff work closely with other professionals involved in children's care, identifying and working towards goals for children's development. Parents are fully involved and informed. Children have access to a range of resources and activities that promote positive images of disability, race and culture, which assists in promoting children's understanding of diversity and the wider world. They acknowledge and join in activities associated with cultural and religious celebrations such as Chinese New Year and Easter. However, the background and cultural differences of the children within the group are not always sufficiently acknowledged to enable children to fully value differences.

Children benefit from the effective sharing of information between parents and staff to enhance their care and learning. Parents are able to share information about their child and their wishes are respected. They have good access to information regarding policies and procedures, as some information is included in the parents' prospectus and full documents are made available to parents on request. Verbal information is exchanged with all parents ensuring that they are kept well informed about their children's care. This promotes consistency of care for the children. Parents are warmly welcomed into the setting. Parents are actively encouraged to be involved in their children's learning; notice boards keep them fully informed of all aspects of the provision, and their opinion is sought through completing questionnaires or recording their thoughts in the comment and compliments book.

The partnership with parents and carers of funded children is good. Information is exchanged regularly in a variety of ways and children benefit from the effective sharing of information between parents and staff to enhance their learning. Planning is displayed for parents in the entrance area. Information about the Foundation Stage curriculum is provided in the parents' prospectus. Access to photographs reflecting activities children take part in and a planned presentation at open days provides parents with information about how children's development is promoted through activities and play experiences. Newsletters and regular updates provide parents with information about the themes being covered in the group. Parents are kept informed of the progress their child makes in the group through discussion with staff and attending the parents evening when they can discuss their child's progress towards the early learning goals.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides. The children are able to explore and investigate in the available space, which is well-organised to meet their

needs. The effective and consistent adult support and the familiar daily routine fosters children's sense of security. The setting's commitment to continuous improvement ensures that staff are kept fully informed of current trends in child care practice. Staff working with the children are appropriately qualified, and the required adult to child ratios are maintained.

Children's welfare is well promoted through the staff's record keeping, and the good organisation and review of all required documentation.

The quality of leadership and management of nursery education is good. The manager works alongside staff and they work effectively as a strong staff team. Their professional development is supported by effective access to ongoing training. The staff regularly review the provision and the children benefit as a result of the improvements they strive to implement. They continually identify new ways of providing children with learning experiences and take on board guidance and suggestions from outside agencies who offer the group support. There is a real commitment to the promotion of quality education for young children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints reported to Ofsted that required the provider or Ofsted 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 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):

- ensure that the system for completing risk assessments thoroughly identifies all hazards accessible to children.

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):

- further improve opportunities for more agile children to develop their skills in climbing, crawling, scrambling and swinging

- develop the programme for valuing children's home languages.

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