

Sandy Lane Pre School

Inspection report for early years provision

Unique Reference Number	301980
Inspection date	02 July 2007
Inspector	Ingrid Szczerban

Setting Address	Bairstow Street, Allerton, Bradford, West Yorkshire, BD15 9JX
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Telephone number	01274 484400
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Registered person	Sandy Lane Pre School
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Type of inspection	Integrated
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Type of care	Sessional care
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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?

Sandy Lane Pre-School was registered in 1991. It operates from a church hall in the Sandy Lane area of Bradford, in West Yorkshire. A fully enclosed outdoor play area is available for children.

The pre-school is managed by a committee and serves the local areas.

A maximum of 24 children may attend at any one time. There are currently 65 children on roll. This includes 55 three and four year olds who receive funding for nursery education. Children attend a variety of sessions. The setting currently supports children with learning and physical disabilities and children who have English as an additional language. The pre-school is open from Monday to Friday from 9:00 to 11:30 and from 12:30 to 15:00, term time only.

Six members of staff are employed. Three staff are qualified and one is currently working towards a qualification. The pre-school operates a parent rota system in which parents take turns to help with the supervision of children during play sessions. The setting receives support from the local authority and are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment where effective procedures and practices ensure that children's physical, nutritional and health needs are fully addressed. Children demonstrate good personal hygiene habits, washing their hands at appropriate times during the day. They help themselves to tissues, wipe their own noses and place used tissues in the bin. Children are effectively protected from cross infection through the use of effective hygiene practices and procedures, for instance the toilets are cleaned four times a day. All accidents are recorded and countersigned by parents, however, they do not always state the full names of children.

Healthy and nutritious snacks are provided to promote children's health and development. They receive food and drink in sufficient quantity for their needs and individual dietary needs are considered to promote their well being. The children help themselves to water from a cooler whenever they wish. Children are also beginning to understand about making healthy food choices, they eat fresh fruit or vegetables each day. They learn about foods from around the world and respond well to the snack time routine. The children decide when they wish to eat their snack and sit at a table to eat and engage in conversations with each other.

Children enjoy a wide range of physical activities which contribute to their good health. They have regular access to physical activities both indoors and outdoors; hence they can climb, balance, ride small bikes and throw balls. Children are eager to participate in physical activities. They are excited at the prospect of playing out and confidently complete the obstacle course set out for them, some of the more able children do this independently. Thus children learn about what their bodies can do and develop good physical control and stamina.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children move around safely and freely in the setting, where risks are identified and minimised by staff through good practices. Access to the provision is closely monitored. Doors are kept locked, both parents and visitors must ring the bell to gain admission. Health and safety requirements are fully complied with to keep children safe. Children are also learning about their own personal safety, for example, they are reminded to hold onto the railings when going down the steps to play out.

Children use a broad range of good quality, developmentally appropriate resources that foster all areas of their development. These are organised into specific areas of learning within the playrooms at child height; encouraging children's decision making skills and independence. Further items are stored in the basement. This enables staff to ensure that children play with developmentally appropriate resources. Suitable furniture and equipment is available, it is used correctly in order to keep children safe. Some of the children's own artwork is displayed but not at their height and the painting easel is caked in layers of old paint. This does not create a welcoming environment for children.

Children's welfare needs are fully addressed because staff have attended training in child protection. They have a good understanding of their responsibilities in line with the Local Safeguarding Children Board guidance. There is a written policy, which includes the procedure

to follow in the event of an allegation being made about a member of staff. The child protection procedure is displayed for parents on the notice board.

Helping children achieve well and enjoy what they do

The provision is good.

A wide range of activities is planned and provided for children to foster all areas of development. The staff use the 'Birth to three matters' framework well to improve younger children's achievements. Children move between activities freely, spending as much or as little time as they wish, depending on their interests. Therefore, children learn by the ways in which they interact with materials available to them. The daily routine is varied and flexible, with times for children to have snacks and take part in activities both indoors and outdoors.

The interaction between staff and children is excellent, ensuring that warm trusting relationships are developed and that children are very happy and settled. Staff spend all of their time playing with the children, giving support and encouraging them to explore their environment.

Nursery Education

The quality of teaching and learning is good. Key staff have good knowledge of the Curriculum Guidance for the Foundation Stage and of how children learn effectively. They challenge children appropriately by using effective questioning to encourage the children to think and respond in their own words. Plans of activities consistently cover the six areas of learning and are implemented flexibly to reflect children's interests and ideas. Children's development records contain observations of their achievements which are clearly linked to the stepping stones, resulting in clarity about the next steps for individual children's learning.

Overall, the children are making good progress in all areas of learning. A strength of the setting is the children's progress in their personal, social and emotional development. Children are very happy to attend the setting and enter the playroom confidently. They operate independently within the pre-school, seeing to their own personal hygiene and care. They can use the toilet and put on their own shoes and coats. Children are beginning to make good attachments to others in the group and have friends they like to be with. Staff are patient, they listen to the children, respect their views and create warm caring relationships, which gives children a sense of belonging and boosts self esteem. Children display good levels of involvement in the activities and spend time at their chosen activities, interacting with staff. For example, children concentrated very hard when making the play dough.

Children communicate well. They confidently talk about themselves and are actively encouraged to explain things in their own way. They enjoy an increasing range of books and listen in rapt attention to stories linked to current themes. The children handle books well, holding them the correct way up and turning pages in the right direction. Children ascribe meaning to marks and can recognise their own names and some can write them too. In role play they write names and appointment times on a list in the dentist's practice. However, children's understanding of the variety of purposes for which writing is used, is limited. This is because there are few posters, recipe cards and labelled items, used on a daily basis, within the playroom.

Children show good mathematical understanding and can count up to ten objects, (more able children count beyond twenty), by saying one number name for each item, for instance when using the weighing scales. Calculation is used in everyday situations. At circle time children

count the children and adults present, they know that one more added to five makes six. Making play dough, children count out the correct amounts of spoonfuls of oil, salt and flour.

Children are beginning to find out about the world in which they live. They enjoy looking at changes in nature, growing seeds and tending plants. Role play is used well to extend children's awareness of the way the world works, and children learn what happens at the dentists. They use tools effectively and safely; using scissors, shape cutters and rolling pins to effect changes to materials. Children also know how to use simple equipment on the touch-screen computer and can complete simple programs. Children confidently explore a good range of creative materials, such as paint, malleable materials, collage, sand and water. This enables children to freely express their individual thoughts and ideas.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about other cultures through planned activities. They see a diverse world reflected in the books, figures and play equipment around them and learn to value people's differences because their own individuality is treated with respect. Staff have the appropriate language skills to meet the children's needs and the special educational needs co-ordinator makes suitable arrangements to ensure that each child is included in the setting.

Children are very well-behaved. They know the boundaries because staff give clear, consistent and simple messages about what is acceptable and preferred behaviour. Children are good at taking turns and co-operating with each other. For example, they form a queue to wait their turn to use the slide. They receive praise and encouragement which helps them to feel pride in their achievements. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents see all policies and procedures before enrolling their child. They are asked to help in the sessions and complete detailed registration forms which promotes continuity of care. Parents give and receive good written information and regular verbal feedback. They can see their child's development file at any time and attend informal meetings with their key worker each term. The newsletter, notice board and the board outside, provide information about current themes, activities and significant events, such as lists of children's names who are due to go on school visits. Parents are encouraged to extend their child's learning at home and are invited into sessions to share any skills they may have.

Organisation

The organisation is good.

The room is well-organised to ensure that children are always supervised and the staff-child ratios are consistently maintained. Resources and activities are attractively presented and children are able to freely select further resources to support their play if they wish. The register is an accurate reflection of who is present in terms of staff, children and any visitors. All policies and procedures are well-maintained and any personal information provided by parents is kept confidential. Staff are suitably qualified and are vigilant to ensure that all persons in contact with children are subject to checks. The vetting procedure for new staff is sufficiently robust to ensure that children's welfare is protected. All the required documentation is in place and comprehensive policies and procedures are successfully adhered to in practice.

Leadership and management of the nursery is good. Staff are enthusiastic and have a high level of commitment towards improving practice and their individual learning. Ongoing training is

actively encouraged so that staff enhance their skills and share this knowledge with others. There are good contingency arrangements in place to cover for staff sickness and absence. The staff work very well together as a team and each has a clear understanding of their roles and responsibilities. The manager gives good support to staff, regular staff meetings are held and the key person system is used well. The manager provides constant guidance and sets a good role model for staff as she works in the pre-school. The setting is pro-active in identifying their own areas for development and regularly seeks and acts on the advice and support from the local authority and other contacts, such as a local school. This demonstrates a willingness to continually improve and has a positive impact on the care, learning and play provided.

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

Improvements since the last inspection

Following the last inspection recommendations were made regarding documentation. The documentation has been sufficiently improved to meet the welfare needs of the children. The setting now have an incident book and a means for recording any existing injuries that a child may have when they come to the pre-school.

Complaints since the last inspection

Since 1 April 2004 there has been a complaint made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards. A concern was raised regarding National Standard 2 – Organisation. A visit was made by an inspector to the provision to discuss the concerns. The provider has taken appropriate actions to comply with the National Standards. The provider remains qualified for registration. 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 that children have clean painting easels
- record full names of children in the accident records.

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):

- increase the use of labelling in the playroom to develop children's understanding of the variety of purposes for which writing is used.

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