

Toybox Preschool (Rishworth)

Inspection report for early years provision

Unique Reference Number 303847

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Inspector Alexandra Cole

Setting Address St. Johns C of E Primary School, Godly Lane, Rishworth, Sowerby Bridge,
West Yorkshire, HX6 4QR

Telephone number 07906554661

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Registered person Toybox Preschool (Rishworth)

Type of inspection Integrated

Type of care Full day 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?

Toy Box Pre-School is run by a voluntary committee and has been registered for a number of years. The pre-school operates from a portacabin with dedicated toilet and kitchen facilities. It is situated within the grounds of St Johns C of E Primary school in the Rishworth area of Halifax. The pre-school is open each weekday from 09.00 until 14.50 during school term time only. Children access outdoor play in the school playground and a field to the side of the building.

The group is registered to care for 20 children aged from two years to under five years. There are currently 17 children on roll that attend on a full and part time basis. Of these, 10 children receive funding for early education. The group predominantly serves families that live in the surrounding area.

The pre-school employs two members of staff. Of these, one member of staff holds a level 3 qualification and the other member is working towards a level 3 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from regular physical exercise. For example, as they run around in the outdoor area, developing their gross motor skills as they learn to throw and catch the balls. If the weather does not permit the main play room is used for children to develop their physical skills. They are able to develop their coordination and balance as they have access to physical equipment such as a climbing frame, bikes and balancing beams.

The setting meets the requirements for first aid qualifications because all of the staff have attended appropriate training, ensuring children are fully protected in the event of an accident. Arrangements for administering medication and recording accidents are in place and appropriate. Staff act in the best interests of children when they are ill, protecting them from illness and infection.

Children are sufficiently protected from illness and infection through sound procedures that include wiping tables before snack time, the cleaning of toys and equipment and staff wearing disposable gloves during nappy changes. Older children are independent in self-care skills and have a sound awareness of healthy practices. For example, they have a clear understanding of why they need to wash their hands and recognise when they are thirsty. They are provided with a water cooler where they are able to help themselves to drinks. Staff also remind children to have a drink at regular intervals, ensuring they remain continuously hydrated.

Children are reasonably well nourished. Food and drink is stored appropriately reducing the risk to children's health. They are offered a range of nutritious snacks that includes the provision of fresh fruit. Staff have introduced different fruits to the children and talk to them about what is considered to be 'good and bad' foods; encouraging them to understand the benefits of a healthy diet. Staff gather information from parents regarding children's individual needs. They comply with their special dietary requirements to ensure they remain healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean, adequately maintained environment which is suitably organised to enable them to move around freely. A welcoming environment is provided and examples of children's work are displayed, contributing to children's sense of belonging. Children are able to access a range of toys and equipment that is safe and suitable for their age and stage of development. Some toys and equipment are available for self selection; increasing children's independence and promoting their decision making skills.

Children are able to move safely within the environment. The room is sufficiently arranged to provide different areas for play and rest. Written risk assessments of the indoors and outdoors are undertaken regularly and any issues noted, ensuring the environment is a safe place in which children can play and learn. Children are safeguarded within the setting as doors are kept locked with a secure entry system. Children learn about fire safety because the staff ensure the fire evacuation procedure is practised regularly so that children understand the course of action to take in an emergency.

Children learn how to keep themselves safe through regular reminders and explanations from staff, such as to walk instead of run whilst inside and the reasons they should not throw the

sand. On outings the staff and children wear luminous tabards to ensure they are highly visible and that children are safe whilst crossing roads. Staff are aware of their roles and responsibilities towards child protection and are able to put relevant procedures into practice. However, the written statement of child protection does not include the procedure to follow if an allegation of abuse is made against a member of staff. This is a breach of a regulation and compromises children's safety. The policy is not written in line with the Local Safeguarding Children Board procedures, compromising children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled and they are fully involved in their play. Warm and caring relationships are apparent between the staff and children and they are generally confident and happy to arrive at the setting; contributing towards their sense of belonging. Children are confident in their relationships with staff. They play happily together and with adults, enjoying using resources such as the mark making area, jigsaws and the book area.

Staff provide a suitable range of activities, allowing for active play indoors and out as well as time to relax. Children can participate in activities of their choice in accordance with their individual needs and interests. They are able to access resources and opportunities that allow them to use their imagination, such as dressing up clothes and the home corner. The range of activities on offer is appropriate to the ages and interests of children attending.

Children's self-esteem is developed through the staffs' appropriate use of praise and support. For example, as they praise children for naming the correct shape and for tidying the toys away. Children play well together, they learn to share and have respect for each others feelings. Children are involved, interested and enjoy their play, for example, as they spend a long period of time making models with the play dough.

Nursery Education

The quality of teaching and learning is satisfactory. The staff have a sound understanding of the Foundation Stage and of how children learn. They plan a suitable range of activities and experiences to cover all areas of children's learning. Planning is sufficient to ensure that children are able to progress on all aspects of learning within the curriculum. However, the plans are not consistently evaluated in order to identify any strengths or weaknesses or of how to further develop children.

Staff know the children well and give them opportunities to contribute their ideas through general conversation. They are confident and secure and complete daily routines with confidence. Children who are settling in are given support and encouragement until they are confident to join in with other children and participate independently in routines. They are given responsibilities to increase their self-esteem and to have a sense of belonging, such as giving out the pieces of apple at snack time.

Overall children make satisfactory progress in all areas of learning. Staff use open questions to promote children's thinking such as, 'what animal is that, what noise does it make?' Children are beginning to develop early reading and writing skills, through the use of the mark making area where they are able to ascribe meaning to marks and as they confidently handle books at the book table. They are learning to recognise the letters in their name through the use of a

self-registration system. Children can recognise basic numbers and colours and older children can confidently complete puzzles and put the pieces in the correct space with little intervention.

Children benefit from a suitable range of information and technology equipment to support their learning, such as the computer and tape recorders. They are able to construct with a purpose in mind, using a variety of resources. For example, as they build a 'mountain' using rolling pins, cutters and bowls. Children are cared for in an environment where they can independently select activities that are laid out for them and self-select from other resources. Children develop their creativity as they have free access to the painting easel and spend a long period of time playing with the play dough.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are adequately met and they are fully included in the pre-school. Children develop a positive attitude to others and an understanding of the wider world and community through celebrating festivals, such as Chinese New Year. They have access to a range of resources which show positive images of culture, ethnicity, gender and disability. This positive approach fosters children's spiritual, moral, social and cultural development well.

Children are well behaved and are made aware of the boundaries and of expectations, for example, when staff explain why they should not kick their legs under the table, helping children to understand the boundaries and play together harmoniously. Children respond well to the rules of the pre-school. For example, when the register is taken they all stand still and listen for their names to be called out. Staff use praise and support to reinforce and encourage good behaviour and encourage children to use good manners.

Partnership with parents and carers is satisfactory. Staff record all of the necessary information from parents and share policies and procedures with them. Parents know they can discuss any issue when necessary and can make appointments for confidential meetings about their child and any issues that concern them. Staff record children's achievements in development records which are accessible to parents at all times. Although there is a system in place to share the current theme with parents and to let them know how they can extend their child's learning at home, this is not consistently shared with them, meaning that there are missed opportunities for parents to extend what their child has learnt at the pre-school. Staff record details of children's personal care through the use of a diary and this is shared with parents on a daily basis, promoting continuity of care.

Organisation

The organisation is satisfactory.

The staff organise the setting well to ensure that the children feel settled and secure and the suitable presentation of activities and resources enables children to initiate their own play and learning. Staff know their roles and responsibilities and implement routines sufficiently to give children a range of experiences. Children benefit from staff that give them appropriate support and encouragement, which helps them to feel secure and confident. All staff are appropriately vetted; ensuring children's welfare needs are met.

Most of the documentation required for the safe and effective management of children is in place and appropriate. However, the child protection policy does not include all of the required information, the procedures for completing the attendance record are not followed correctly

and an up to date public liability certificate is not displayed. The required adult to child ratios are met and provide suitable levels of care and support. In response, children are confident and secure in their surroundings. Overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is satisfactory. Annual staff appraisals and monitoring systems are adequately used to plan staffs' development and training needs. The setting has a positive attitude to improvement and a commitment to training in order to provide an appropriately qualified and skilled workforce.

Improvements since the last inspection

At the last inspection the setting were asked to develop the system for recording children's individual needs, include the temperature of the radiator covers in the risk assessments and to increase children's independence during mealtimes.

Good progress has been made in these areas. Parents now complete a questionnaire detailing their child's individual needs, ensuring appropriate care is given. Children's safety has been improved because the temperature of the radiator covers are now included in daily risk assessments. Opportunities for children to develop their independence have been improved because children are now involved in making snacks and are able to pour their own drinks.

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.

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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):

- follow the procedures for completing the attendance record correctly and ensure an up to date public liability certificate is displayed
- develop the child protection procedure to ensure it contains the procedure to follow if an allegation of abuse is made against a member of staff and that it is written in line with Local Safeguarding Children Board procedures.

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):

- ensure all plans of activities are evaluated
- ensure parents are given consistent information regarding the current themes and of how to extend their child's learning at home.

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