

Beeches Pre-School

Inspection report for early years provision

Unique Reference Number	304973
Inspection date	15 November 2007
Inspector	Sylvia Cornock
Setting Address	Edge Village Hall, Edge Green, Malpas, Cheshire, SY14 8LG
Telephone number	01948 820 775 or 01984 644 324
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Registered person	Beeches Pre-School
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?

Beeches Pre-school is managed by a committee of parents. It opened in 1983 and operates from Edge Village Hall in Malpas, Cheshire. A maximum of 20 children aged from two years to under five years may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 12.00 Monday, Wednesday and Friday and 09.15 to 13.00 Tuesday and Thursday term time only. There is access to a secure outdoor play area.

There are currently 30 children aged from two to five years on roll. Of these 21 children receive funding for nursery education. The pre-school currently supports children with learning difficulties and disabilities and children who speak English as an additional language.

The pre-school employs six members of staff who work directly with the children. Of these, three hold appropriate early years qualifications and one member of staff is undertaking a child care qualification.

The setting receives support from the local early years pedagogue and they are members of the Pre-school Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are happy and secure with familiar, consistent carers identified. Children are healthy and they enjoy good relationships with staff, this enables them to thrive and develop rapidly. They benefit from the very good, well balanced and wholesome snacks that foster healthy eating habits. Their physical skills are promoted well, as they enjoy daily outdoor games and activities, such as riding on wheeled toys with good coordination and having opportunities to climb and balance on the larger apparatus. They experience walks into the local community. They have easy access to indoor equipment, such as physical exercise. Children's fine manipulative skills are very well developed as they enjoy using writing materials, construction and a varied selection of resources that encourage hand and eye coordination in their play.

Children's health and well-being is promoted as there are well written procedures in place for protecting children from the spread of infection, accidents and medication. Comprehensive records of accidents and medication are clearly maintained and there is a number of staff with a current first aid certificate, this ensures children's safety and well-being is promoted. All dietary needs are well documented. Very good practices and high standards of hygiene throughout the pre-school significantly enhance children's health and well-being and prevents the spread of infection. Staff ensure that tables are wiped with anti-bacterial spray before snack time and the use of tablecloths promotes hygiene procedures. Children independently wash their hands after messy play, using the toilet, before snack time and after handling animals. They help themselves to tissues when needed and place the tissue in the bin. This enhances children's understanding of hygiene.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children in the pre-school learn some sense of danger and knowledge about how to protect themselves from harm because staff have a very good understanding of how to achieve a balance between freedom and setting safe limits and how to involve children effectively in organising their environment.

Children follow the rules reminding them to walk, to take turns and not to hurt one another. Equipment ensures their safety and welfare, such as suitable furniture and toys. Adults and children respond well to emergency evacuations, due to regular practices and drills enabling them to get out quickly. Daily checklists and safety equipment also help to maintain a safe environment for children. Their safety and welfare is assured as good documented risk assessments are effectively in place.

Children bring in items and familiar objects from home this fosters a sense of self and personal security. Children have independent access to a wide range of play opportunities, which helps develop their personal autonomy. Children benefit from accessible, continuous areas that are well stocked, for example, writing and creative materials are readily available at child height.

Children are protected by all staff being assessed as suitable to be in the proximity of children. Effective arrival and collection policies help to keep children safe and well cared for at all times. Children's welfare is well maintained by some staff's understanding of the Local Safeguarding Children Board's procedures. All staff have a good knowledge and are aware of the signs of

abuse in order to protect the children in their care. They know who is the designated child protection officer on the staff team, However, staff are unaware of their role to implement the policies and procedures in the absence of the designated member of staff. Also the written policy statement does not include the telephone numbers of the local social services or police. Effective systems help children to remain safe, for example, the main outer door kept locked and the requirement for all visitors to sign in and out of the premises.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy excellent opportunities for imaginative play and activities with resources readily available. Toys providing stimulation and encouragement significantly extend children's progress and learning. Children and adults share fun as they play with the play dough, sand and construction kits. Good planning of activities and experiences helps children to gain a good awareness of themselves and a sense of purpose. The staff have introduced 'Birth to three matters' framework into the daily routines.

Children benefit immensely from the excellent discussions at circle times promoting their good listening and speaking skills. All the children are developing friendships with their peers. They approach visitors confidently, showing their ability to communicate and initiate relationships. They identify colours, the days of the week and the weather in purposeful activities.

Children enjoy the involvement of discovering new experiences under close supervision, as they observe shiny silver card and talk about reflections. Children enjoy outdoor activities which helps them make very good progress in their physical skills. They play instruments and engage in musical activities giving them the opportunity to experience different sounds. They have very good opportunities to paint, draw and use their creative ideas, for example, they make a wall frieze using natural materials collected from their walk in the local castle grounds, using imagination and skill in their artistic ideas. The children show a great sense of pride in their artwork.

Nursery Education

The quality of teaching and learning is good. Children are making very good progress towards the early learning goals as competent and experienced staff plan interesting activities and experiences. All staff use their knowledge and understanding of the Curriculum and the foundation stage for learning, as they organise spontaneous and planned activities, along different themes. Activities are inspiring and very well planned for each day, although they can be changed according to the needs of the individual children, as required. The planning is good and well organised and understood by all concerned in the delivery of the activities. Staff ensure that children are central to the process and support them to gain the maximum benefit from their play.

Children enjoy and are actively involved in a wide and varied range of activities, such as using cogs and wheels to create and construct a working model. They show care and concern for one another, for example, listening intently when individuals are speaking. It is evident when small groups of children play table top games that they are encouraged to share resources and to take turns, as they excitedly wait their turn patiently and show interest in how well the other children are doing.

They are confident communicators as they engage in conversations with each other and also with the staff. Children look at books independently during the day and adults support them in doing so. Stories are read to them often and their participation is actively encouraged by using objects to demonstrate the contents of the storyline, significantly enhancing children's understanding and progress. They enjoy choosing a book to take home and share with their parents and carers.

Children are exceptional and confident when using their mathematical skills and associated language in activities. They skilfully count, for example, calculating how many different shapes there are whilst completing a mathematical table top game. Staff encourage children's thinking and reasoning skills by encouraging the children to use measurement as they compare their height on the wall chart.

Children participate in themed activities which help them to consider the wider community and the world they live in. Opportunities for the children to become more aware of their local environment, as they takes walks and visit places of interest. This significantly enhances their experiences in the wider community. The children participate in themed activities about people who help us and different professionals visit them. They visit a local vet and horse trainer who present prizes to them for their individual achievements.

The children enjoy many good opportunities to be creative, such as art and craft, music, movement and role play. They have good opportunities and access to messy activities. This supports their fine manipulative and creative skills, such as playing in the sand tray and making models from recyclable materials. The children enjoy using their imagination as they create pictures and large friezes for the wall displays, for example, their contribution to nature.

Children's physical skills are very well provided for with access to a range of equipment to aid the development of large and small physical skills. They competently climb, balance, throw, catch and use wheeled toys with extreme confidence and self-assurance. They enjoy visiting a local gym giving them the opportunity to experience larger and exciting apparatus under the guidance of qualified trainers. Children's manipulative skills are very well developed as they use writing materials and build a variety of objects using construction kits with dexterity.

Teaching highly motivates children's learning. Staff are confident and self-assured, they work very well together. They know each others strengths and where they are to be deployed. This contributes to the smooth running of the daily routine, inspiring and enhancing all aspects of children's learning. Staff are perceptive to children's interests during self-initiated play and they use questions very successfully to challenge children's thinking and language skills. They use effective assessment systems and their observations, monitoring and recording of children's achievements. The information gained through observing children closely is entered onto each child's development record. However, this information is not used effectively to identify the next steps in the child's learning. The manager and the staff ensure that parents are very well informed of the activities available.

Helping children make a positive contribution

The provision is good.

All children have equal access to activities and opportunities offered. Children's equality of opportunity is given a very high priority across the whole provision. All children are included in the activities provided, their individual needs and circumstances are well known and provided for by staff. Children are aware of people who live in different countries and have different

customs. They discover new tastes and textures through the culturally representative snacks and food from around the world, they celebrate festivals, such as Chinese New Year. They see positive images of culture, race and disability from the good resources and posters.

Staff provide good support to children with additional needs. Communication is good and this assists the team to deliver a very good quality service enabling the children to progress. All children work well together and friendships are developing between the children, showing that they are developing well both socially and emotionally. They are confident and competent and are beginning to see themselves as individuals in their own right, exerting their growing independence.

Children's behaviour is very good because staff are excellent role models, showing respect and consideration for children, each other, parents and carers. Children receive lots of positive praise and encouragement for their efforts, attempts and achievements, aiding the development of their self-confidence and self-esteem. Children are polite, share, take turns and cooperate with one another. Staff work together very well, they are enthusiastic and dynamic as a team and interact effectively with children joining in with their activities. Children's spiritual, moral, social and cultural needs is fostered.

Partnership with parents is good. Children benefit from the very good partnership with parents and carers. The effective settling in procedure benefit children greatly. Effective communication is established from the outset with parents. The children's learning and development is extended through effective home links, for example, children selecting reading books to take home and share with their family. Children's development and achievements are celebrated and shared with parents and carers on a regular basis. Informal discussions upon collection of children and written records are used to keep parents and carers up to date with their child's progress and development. Parents and carers have access to and receive a wealth of good information about the setting and what it has to offer in terms of care and education, themes, plans and information on the educational provision. Parents and carers spoken to are very positive and supportive of the provision and what it offers their children. This good partnership and consistency of working together, and the sharing of information enhances children's progress and learning.

Organisation

The organisation is good.

The leadership and management of the setting is good. Children benefit from the very good leadership and management of the education provision. Curriculum planning is undertaken jointly by the manager and deputy with some input from all members of staff who contribute their ideas. Staff are guided and supported by management who are an integral part of the service and have 'a hands on approach'. This ensures the consistent high quality of services provided means that children are cared for in a positive and supportive environment which effectively promotes their social and moral development. The settings strong commitment to improvement is reflected in the programme for staff training and the number of measures planned to further training for staff to raise the quality of provision. This commitment helps to maintain and improve the quality of care and learning for children.

Above half of staff are well qualified and have relevant experience. This has a positive effect on children's learning and welfare. Staffing levels are organised to ensure that they are within the required ratios at all times and that children have a good level of attention and support.

Children are safeguarded as the provider makes rigorous checks to ensure staff suitability before they are employed. Well written policies and procedures are effectively in place and contribute to positive outcomes for children. Space and resources are organised well to promote children's safety, care and learning.

All legally required documentation which contributes to children's health, safety and well-being is in place and regularly reviewed. This promotes children's safety and well-being.

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

Improvements since the last inspection

At the last child care inspection the provider was asked to ensure that the details of the children leaving the setting are recorded in the daily register and that the electrical fittings conform to safety requirements and do not pose a hazard to children. The provider has redesigned the daily register which shows if children arrive late or leave early and they have a copy of the five yearly electrical check certificate in their file. These measures enhance children's safety and well-being.

At the last nursery education inspection the provider was asked to use practical activities and routines to develop children's awareness of simple addition and subtraction and provide more opportunities for children to use technology independently to support their learning. The staff include in the daily routine opportunities for children to use mathematical language and thinking to extend their knowledge of addition and subtraction and to independently use programmable toys and equipment to support their learning.

They were also asked to give more emphasis to children recognising the importance of staying healthy making them aware of changes in their bodies when they have been active or as a result of the temperature and ensure that records of children's progress cover all six areas of learning, and sharing records more frequently with parents and include their comments in these records to give a fuller picture of children's attainment. Through daily physical exercise, walks into the community and outdoor play children recognise this importance of keeping healthy along with healthy eating and themes. The children's records contain progress in all areas of learning and these are freely available at all times for parents who are aware they can ask to see them at any time. This helps to support children in their progress and learning.

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):

- ensure the written statement on child protection includes the telephone numbers for the local Safeguarding Board and local police, and that staff are aware of child protection issues and are able to implement the policies and procedures in the absence of the designated member of staff.

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):

- continue to develop the newly introduced system for recording children's individual next steps of learning.

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