

Nursery Lane Pre-School

Inspection report for early years provision

Unique Reference Number	305219
Inspection date	25 September 2007
Inspector	Joan Isabel Madden
Setting Address	St Annes Church Hall, Nursery Lane, Wilmslow, Cheshire, SK9 5JG
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Registered person	Patricia Mary Davison
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?

Nursery Lane Pre-School was registered in 1991 and is privately owned. It operates from one large playroom in St Anne's Church Hall, Wilmslow, Cheshire and serves the local community. A maximum of 21 children may attend the pre-school at any one time. Sessions operate weekdays during term time from 09.05 to 12.05, and also from 12.30 to 15.05 on Tuesday and Thursday afternoons when numbers permit. Children attend a variety of sessions.

There are currently 26 children aged from two years to under five years on roll. Of these, 13 children receive funding for early education. The pre-school supports a number of children who speak English as an additional language. A total of five members of staff work with the children. Of these, three hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Generally acceptable hygiene procedures are followed by the staff to protect the children from illness and infection. For example, the tables are wiped down with antibacterial spray before the children have snacks. However, the staff are unable to demonstrate that they meet environmental health requirements. The children are learning to understand simple good health and hygiene practices and follow healthy routines. They wash their hands with soap before handling food and as part of the toileting routine. They sit at tables to eat their snacks to avoid cross-contamination of food. Children are treated appropriately for minor injuries, as all staff are qualified in first aid and there is a fully stocked first aid box.

Nutritious food and discussion promotes the children's good health. On inspection day they enjoy a snack of cucumber, grapes and banana with milk or water to drink. They are encouraged to bring in their own water bottles to drink throughout the sessions. The children are sociable and chat to one another throughout snack, helping them to value times when they eat food. They have their health and dietary needs met because the staff work well with parents. The dietary requirements of the children are recorded onto their personal records and then onto a checklist for staff, ensuring children receive the appropriate foods for their requirements.

Daily routines include activities to help children develop physical skills, widen their boundaries, and develop a healthy lifestyle. Staff place high emphasis on children playing outside and give them daily opportunities to do so, both on hard-standing and grassed areas. On warmer days a wide range of activities, including role play, are set up outside for the children to encourage them to play in the fresh air. Children use a range of equipment to promote their physical skills. For example, four different-coloured hoops are laid out on the grass and as a member of staff calls out the colour, children are encouraged to jump from one to the other. This helps to develop their coordination skills. Children enjoy playing on scooters and tricycles, helping to promote their sense of balance and to negotiate appropriate pathways. They are taken on walks into the local environment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a clean, well decorated and bright hall. A newly created 'secret garden' enhances the provision where children take part in messy activities and observe plants and insects in their natural habitat. Despite the restrictions put upon staff regarding displays they manage to make the pre-school welcoming by setting out a range of inviting activities. There is suitable furniture of appropriate size and of acceptable quality. Space is organised to meet children's needs, with different learning areas to provide them with a balance of experiences. Toys and materials are set out for the children, making it easy for them to access resources for themselves to develop their confidence and decision making skills. The pre-school is well equipped to promote the learning areas. The resources and equipment are well maintained, safe and clean, helping to protect the children's well-being.

There are good processes in place for helping to keep the children safe. Regular checks are carried out on the utilities and fire equipment. The premises are secure both indoors and outdoors. Staff have an effective procedure in place to ensure the safe arrival and departure of children. A visitors book is maintained. There are risk assessments in place to ensure identified

hazards are eliminated. Children are protected because staff understand their role in safeguarding children and are able to put appropriate procedures into practice when necessary. There is a very comprehensive policy and procedure, including procedures to follow in case of allegations against a member of staff, that are in line with the Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are secure, happy and settling quickly into pre-school. They quickly become engrossed in activities that enable them to acquire new knowledge and skills. Children take part in a wide range and balance of activities to promote their learning. Staff cater well for the young children that are under three years. There is a key worker system in operation helping to meet the children's individual needs and settle them into pre-school. Key workers offer reassurance and comfort in their early days at pre-school and gently encourage them to participate. During a singing and movement session staff take the very young by the hand to encourage them to join in. They support the children well as they explore a good range of materials, including painting, playing with sand, modelling with play dough, mark making and taking part in role play and dressing up. This allows them plenty of opportunity to settle, talk about their experiences and get to know the staff well, without being overwhelmed or becoming restless. Children on induction visits are warmly greeted by staff and reassured that their parents are staying as well. Staff gain a good picture of children's achievements with focused observations that link into a 'Birth to three matters' assessment system.

Nursery education

The quality of teaching and learning is good. Staff are very experienced, confident, organised and conscientious. They provide the children with a wide balance of adult-led and child-initiated activities. Staff promote children's learning by asking relevant opened-ended questions, and teach the children new concepts and vocabulary. For example, children are asked to think of the initial letter sounds of animal names that match their own name. This is made into fun as they are given action clues to help them. During a collage activity children are asked to describe textures, colours and sounds. Curriculum planning for the Foundation Stage is now linked in with 'Birth to three matters' framework, and therefore graded learning outcomes identified for each age group. Planning includes differentiation and modification of activities to take into account the difference in the children's abilities and to cater for the older, more able children, and any who experience difficulties. However, in practice staff tend to rely more on experience than the plans when working with the children, and whilst their guidance and support is very beneficial this does not ensure continuity in the children's learning. Staff regularly assess the children through observations that they transfer onto assessment sheets linked to stepping stones. Future learning outcomes are identified for individuals and records are updated when these are achieved.

On arrival, children take part in a self-registration scheme with their parents. This involves them picking out their coloured name cards and putting them in the matching coloured bowl that denotes their key worker group. This helps children to feel welcome and a sense of belonging. They also learn that print carries meaning. Children are expected to listen and respond appropriately to the register but also have the opportunity to share their experiences with one another. They independently select activities and there is a purposeful buzz around the room. Children enjoy joining in with singing sessions accompanied by the piano and are familiar with songs, such as 'Humpty-Dumpty', 'head, shoulders, knees and toes' and 'Old MacDonald had a farm'. This helps children recognise rhythm and rhyme in language. They also have regular

opportunities to explore and experiment the different sounds of musical instruments. A writing and drawing area enables children to discover writing and drawing as a means of communication. Children listen well to stories in a large group and have favourite ones, such as 'we're going on a bear hunt'. They are learning to handle books appropriately in the reading area. However, their opportunities to show an interest in illustrations and print in the environment are limited. Children enjoy taking part in role play and dressing-up, helping to develop their imaginative and language skills. In the 'estate agents' they interact with one another as they talk on the telephone. They record appointments and in doing so, learn there are different reasons for writing.

Children are increasing their knowledge and understanding of the world as they explore different materials, such as sand, shaving foam and soil. In their little secret garden they are able to observe plants growing and caterpillars in their natural environment. This enables them to learn about how things grow and the life cycles of creatures. This area allows continuous provision to be brought outside as the children take part in messy and creative activities in this area. Throughout the year children are taken on visits into the local environment and further afield helping them to become familiar with the environment. They visit the local park, post office and library, learning about the place where they live. Members of the community visit the pre-school, helping the children to understand their roles in the community. Trips further afield have included the Science and Industry museum and an ice cream farm where children learn about the process of making ice cream. Children explore shapes using different construction kits, discovering how pieces join together and the properties of different objects. As children play with dough they are guided into making and naming shapes with a cutter. Children complete puzzles, learning how shapes fit together. Jigsaws and puzzles also help to promote children's counting and number recognition. As children play they are heard counting. During free play, children spontaneously paint exploring colours and what happens when they are mixed together. In connection with the theme children are painting bears using books as reference. They become engrossed in the activity and produce some very recognisable pictures of bears.

Helping children make a positive contribution

The provision is good.

Staff demonstrate a sound awareness of equal opportunities and how to cater for children who have learning difficulties or disabilities. There is a very good staff to child ratio enabling staff to meet the children's needs more effectively. Children are very well supported in their chosen activities, enabling them to extend their learning and acquisition of skills. They are comforted if upset, helping them to feel valued. Staff welcome children with learning difficulties and disabilities. They are aware of how to access support and guidance from relevant professionals. If staff have concerns about a child they monitor these closely and work in partnership with parents to determine the correct course of action.

The children are very well behaved. They happily comply with the routine and quickly become engrossed in free-play activities. Children sit appropriately at registration time, story time and snack time, learning appropriate behaviour for different situations. They are encouraged to help tidy up. Children play co-operatively learning to share and take turns. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff create a welcoming atmosphere and greet children and parents as they arrive. Information for parents is displayed in the foyer helping them to feel valued. There is a settling-in procedure for new children that involves parents visiting with them to begin with. Children benefit from the positive partnership staff

have developed with parents. Through the key worker system children are cared for by the staff who work with parents to meet individual children's needs and ensure they are included fully in the life of the setting.

Organisation

The organisation is good.

Leadership and management are good. The manager works directly with the children and as part of the team. In doing so she is able to monitor the provision and activities. The manager is about to implement a new system devised by Sure Start to improve the effectiveness of the setting in monitoring and evaluating the provision. This is a comprehensive system that works towards improving quality. There is a clear management structure and staff are clear about their roles and responsibilities. They are motivated and conscientious and work very well as a team. Staff are good role models and set a very professional tone. The key worker system has been securely implemented in that staff, parents and children are clear about how the system operates. Parents complete an evaluation form on an annual basis.

Staff have a good understanding of the conditions of their registration and how to meet the standards. Vetting procedures ensure that children are well protected. Group sizes and staff deployment contribute to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. Generally, records, policies and procedures work in practice to underpin the good care of the children although minor issues have been identified with documents relating to staff records, medication records and the complaints procedure. Children follow a sensible routine that includes a free-play session, snacks, group discussion time, singing and story time. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection, two recommendations were raised requiring the staff to improve documentation. Parents now give their written permission at the time of placement to the seeking of any emergency medical treatment for their child. There is now a procedure in place to be followed in the event of a parent or carer failing to collect a child, however this lacks detail.

At the last nursery education inspection, two key issues were raised that required the staff to improve the sharing of the children's assessment records with parents, and to provide the children with improved opportunities in creative activities, improve their awareness of healthy lifestyles and to develop their vocabulary. Parents now have the opportunity to review and contribute to their child's assessment records at a meeting with their child's key worker once a term. There are now creative activities available to children where they are able to explore and experiment using a variety of materials and determine their own outcomes. To improve the children's awareness of healthy lifestyles, they are provided with nutritious food and drink through daily routines and themes. High priority is put upon them playing outdoors and walking around the local area. Staff now place more emphasis on developing the children's speech by identifying language to be promoted into the curriculum plans. The staff are skilled at asking open-ended questions to encourage the children to express themselves.

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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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 requirements of environmental health are met and staff are informed and aware of the importance of good food safety and hygiene practice in order to prevent the spread of infection
- improve documentation in relation to the medication records, vetting of staff, uncollected child and the complaints procedure.

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):

- implement the newly identified system to improve the effectiveness of monitoring and evaluating the provision
- ensure plans are effectively put into practice to guarantee continuity in the children's 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