

# Garstang Pre-School Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	309313
<b>Inspection date</b>	03 December 2007
<b>Inspector</b>	Janet, Elizabeth Singleton
<b>Setting Address</b>	St Thomas CE Primary School, Kepple Lane, Garstang, Preston, PR3 1PB
<b>Telephone number</b>	01995 603 454
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Garstang Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Garstang Pre-School Nursery is run by a management committee. It opened in 1968 and now operates from a new building within the grounds of St Thomas Primary School, in Garstang. A maximum of 37 children may attend at any one time. The pre-school is open Monday to Friday, from 07.50 to 18.00, and is open all year round except bank holidays. Children share access to an enclosed outdoor play area within the school grounds.

There are currently 74 children aged from birth to five years on roll. Of these, 16 receive funding for nursery education. Children attend from a wide catchment area.

The pre-school employs 11 staff, who work at various times. Of these, 10 hold early years qualifications and one staff member is working towards a qualification. The setting receives support from the early years teaching team. The pre-school is a lead practitioner setting for the early years teacher team and is seen as a model of good practice.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children's health is extremely well promoted as the staff follow excellent hygiene practices, for example, role modelling the need to wash hands and discussing the need to do so before touching food. The children talk about germs and keeping clean as they take responsibility for washing their own hands. They discuss the need to wash some fruit before eating it and talk about how apples need washing because you eat the skin, and bananas don't because you peel them. They wash their own fruit before eating it as they take part in the rolling snack time to enable them to continue with their own task before enjoying their own snack.

Children's medical needs are effectively met as staff are qualified in first aid and all documentation is meticulous in detail and includes further monitoring of any accident to establish if action can be taken to prevent a recurrence.

Children's dietary needs are exceedingly well met as they are provided with a very healthy diet. The food is sourced locally and has no added salt or sugar with products being as natural as possible and with no preservatives or colouring. Children develop an understanding of food as they discuss where it comes from and, during the summer, they grow their own vegetables and eat them. The setting promotes healthy eating and includes parents in the healthy eating programme by asking them to bring in fresh fruit for snack time. Posters are displayed reminding all who view them of the effects of sugar on the teeth and the need for a healthy, balanced diet.

Children develop and test their physical skills as they take part in a range of highly stimulating activities and choose to play inside or out as part of the free flow indoor and outdoor play. They thoroughly enjoy riding bikes and pushing prams as they delight in playing outside. They learn to control their small movements and improve their hand-eye coordination as they fill jugs in the water play, join materials together and use pencils, pens and crayons from the fantastic enhancement units for each area of play. They enjoy talking about playing outside and they readily access their coats and wellingtons, identifying the need to wear suitable clothing.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children play and learn in a fantastic and well planned environment. They access superb resources which are linked to all areas of continuous provision and the enhancement resources for all areas of play. The room is light and friendly both to children and their families. The setting is extremely well maintained and planned to provide children with fantastic opportunities as they access construction, books, play dough, art, craft, sand and glitter at all times. They take part in the free flow arrangement which allows them to play both indoors and outdoors whenever they wish to. This enables children to make choices, play freely and without restriction. All areas are very welcoming to children to encourage them to try their skills in an enjoyable and inviting setting.

Children are involved in keeping themselves safe because the staff have highly effective safety procedures in place which minimise the risk of accidental injury to children. Children understand to walk indoors and that running is for outdoors, as this is reinforced by staff. All the required

safety features are available and the security of the premises is excellent, with the door being locked and entrance being via a staff member. Each door to the play areas is secured also.

Children are very well protected because staff have an excellent understanding of their role in child protection and the signs and symptoms of child abuse. The key staff have a thorough knowledge of the child protection procedure and are very clear of the action to take should a child protection issue arise.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

The children enjoy and achieve because the key workers know their children extremely well and are very attentive to their individual needs. They plan and provide a fantastic range of excellent activities and opportunities which are highly effective at promoting children's interest. Children are highly motivated and stimulated, being unquestionably interested and occupied at all times as they change toys, crayon, play with interactive toys, chatter and giggle with each other as they explore the setting. They enjoy a very close and caring relationship with the staff, which contributes to their high levels of self-esteem and increases their sense of well-being. Younger children have shorter story times, hands-on experiences and acquire new knowledge and skills by experimenting with the wonderful resources, feeling the sand and glitter, sitting within the soft, lovely comfort areas, and being able to enjoy both the indoor and outdoor environment at all times.

#### Nursery education

The quality of teaching and learning is outstanding. Staff plan a range of high quality activities for children which includes all areas of continuous provision, incorporating very practical and immediate experiences. They plan an exciting environment in which mathematics, communication, language and literacy are fully promoted throughout all areas. They find out about children's starting points as they complete an 'All about me' book during the home visit and use a purposeful observation system for identifying children's well-being and high levels of involvement. Staff support each area of play and ask wonderful open-ended questions, for example, 'What do you think that might be?', 'What do you think might happen?', 'What can we do next?'

Teaching really interests children, helping them become focused, resist distractions and persist for some time. The observation and assessment system is highly effectively at being used to inform future planning and meet children's individual needs. Where the child is expected to be is determined through the use of the 'well-being and involvement' observation system, which is based on the children's emotional development, self-esteem and confidence combined with their levels of involvement in their chosen activity. This is a highly effective use of the system to identify individual learning and more importantly their sense of well-being.

Children are highly motivated and very eager to learn as they seek out activities with delight and enthusiasm. They are very independent as they manage their own personal needs in the bathroom and at snack time. They play well together as they talk about sharing and waiting their turn for the different resources. Children use their developing language skills as they ask very good questions and engage in very meaningful conversations with both staff and other children. They access the well resourced mark making area, and associated resources linked to all areas of play, to make representational marks using a variety of writing tools.

Most children count confidently as they count during their play. They count plates and calculate how many are needed at snack time as they learn numbers can be used to solve problems. They understand numbers have meaning as they hold up three fingers to demonstrate three items that a staff member is carrying. They make excellent use of positional language as they describe in front of and behind in their general play. Children develop their investigation skills as they access the workshop area. They develop their information, communication and technology skills as they enjoy playing on the computer, changing programs and using the mouse skilfully to negotiate the screen. Children enjoy exploring the malleable materials as they feel the sand between their fingers and experience the properties of the play dough. They enjoy using their imagination in the role play as they act out roles from home and enjoying using their own imagination. They learn about the natural world as they make a wormery and watch as the worms move through the soil. Children make excellent progress considering their starting points.

### **Helping children make a positive contribution**

The provision is outstanding.

All children are extremely welcomed into the setting and are valued and respected because the staff promote equality of opportunity exceptionally well. They ensure all children are included by adapting activities so that all can take part. The inclusion of all children is actively planned and monitored and the differentiation aspect is covered in superb detail in the planning. The planning of the environment incorporates culture and disability to ensure children learn about the differences of people in everyday activities.

Children are learning to take responsibility for their behaviour because staff follow very positive and highly effective strategies for helping them to learn to manage their behaviour. The staff ensure children are aware of the boundaries and guidelines because they are consistent and act as extremely good role models, having high expectations of behaviour. Children demonstrate their understanding of the expectations as their behaviour is very good and they are well mannered. There is a comprehensive written policy in place of which all staff are fully aware and this is highly effective in practice.

Partnership with parents and carers is outstanding. This contributes significantly to the well-being of the children. Staff share quality, meaningful information and involve parents in the work of the setting and the work being carried out with their child. The staff provide a home visit which includes information on the whole of the nursery and on the curriculum. They warmly welcome parents into the nursery and encourage parents to participate in the nursery to ensure they are actively involved in their child's learning.

Children's spiritual, moral, social and cultural development is fostered as they learn about the community and other cultures and as they engage in very good activities and access good quality resources, which include dressing up and multi-cultural dolls to promote their understanding of people's differences. They learn about the world as they take part in, and enjoy, celebrating festivals from their own cultures and those of others.

### **Organisation**

The organisation is outstanding.

The children move freely through an exceptionally well organised setting which maximises all play opportunities, making superb use of time, space and resources. Policies and procedures are used very effectively to promote the welfare, care and education of the children and work extremely well in practice. All the required documentation which contributes to children's

health, safety and well-being is in place and maintained to a high standard. There is a very effective appointment and induction procedure to ensure quality staff are employed and retained to the benefit of the children.

The leadership and management are outstanding, with staff being led by a committed management team who are very forward-thinking and proactive in planning for change. The staff work well together and support each other in their roles. Training is fully promoted for all staff to increase their knowledge and skills to improve their practice and therefore the care of the children. The setting promotes all outcomes for children exceptionally well with a team of conscientious staff who continuously monitor their own performance by evaluating activities provided and monitoring children's progress. There is a strong management approach in ensuring staff carry out the expectations placed upon them which is monitored through the appraisals system, self-evaluation and regular staff meetings, in order to improve the care and education provided for children.

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

### **Improvements since the last inspection**

At the last inspection the setting was asked to review children's record sheets to clearly show the details of named persons permitted to collect children and provide written procedures in the event of a lost child. They were also asked to review the procedure for the storing of perishable items contained in children's packed lunch boxes. The setting has updated all policies and now includes the names of the designated person to collect children and has implemented a written policy in the event of a child being lost. The storage of children's lunch boxes is now in the fridge and minimises the possible risks to any perishable items. The above actions ensure that only named persons can collect children and that food does not pose a risk to children through incorrect storage.

### **Complaints since the last inspection**

Since 1 April 2004 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**

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The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

## **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)