

Windmill Lane Pre-School

Inspection report for early years provision

Unique Reference Number 312381

Inspection date 26 September 2007

Inspector Sara Haigh

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Registered person Patricia Loughlin

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 satisfactory. 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?

Windmill Pre-School has been registered since 1986. The pre-school operates from the Community of Christ church hall, Windmill Lane, Denton, which is on the border of Denton and Reddish.

The group have access to a large hall which is used as the main playroom, and a vestibule used for quiet activities on the ground floor with adjacent kitchen and toilet facilities. There is also a small playroom and a toilet which is used by the older children upstairs. The pre-school have sole use of the premises. There is an enclosed outdoor play area and a nature garden situated to the rear of the property.

The pre-school is registered for 32 children. There are currently 60 children on roll, of whom 29 children are funded three year olds. The setting supports children with learning difficulties and disabilities, and those for whom English is an additional language.

The group operates four mornings a week 09.30 to 11.45. On Tuesday morning there is a carer and toddler group operated by the pre-school staff. The group also operate afternoon sessions Monday to Friday between the hours of 12.45 and 15.00, Tuesday afternoons are sessions

designated specifically for the older children. There are six part time members of staff and four full time, five of whom hold appropriate childcare qualifications. The group have close links with the Early Years Team and access the support from the Early Years consultant and Area Special Educational Needs Coordinator. They have successfully completed the Preschool Learning Alliance quality assurance scheme in Tameside and are currently completing their re-accreditation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean, well maintained premises. Therefore, they are protected from the spread of infection and cross contamination. Staff follow an effective cleaning rota and routinely remind children to wash their hands before snack time and after using the bathroom. As a result, children's awareness of good hygiene is being promoted. Children are encouraged to use tissues to wipe their nose, these are readily available for children to help themselves. There are clear procedures for dealing with accidents, such as a fully stocked first aid kit and the majority of staff with a first aid qualification. This ensures children receive appropriate care and attention in the event of an accident or emergency. Children are well taken care of in the case of illness as the setting follows a clear sick child policy and administration of medication policy.

Children enjoy healthy snacks, which include fresh fruit, toast and breadsticks to promote their growth and development. They have access to fresh water to keep refreshed and hydrated. Snack time is a relaxed social occasion, which is unhurried and where staff sit and eat with children. Children's independence is well fostered as groups of older children take it in turns to help prepare the snacks in the kitchen and to pour the drinks for the younger children. On Tuesday afternoons the older children experience a 'café bar' snack time arrangement where they choose when they want to eat and help themselves. Staff consult parents about children's dietary requirements and ensure they are all aware of these, so children remain healthy.

Children enjoy a wide range of activities which contribute to their good health. They play outside regularly and use a range of equipment with increasing skill and control. For example, they ride bicycles and scooters, collect apples in a wheelbarrow and balance on stepping stones. Children develop confidence as they climb and slide on the large apparatus. A seating area built around a tree provides shade and enables children to rest when necessary.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is bright and child friendly, which gives children a sense of belonging. They are warmly greeted by staff and their work is attractively displayed around the setting. Staff make the most of the provision by organising space and resources effectively to allow children to make choices and play in comfort and safety.

Children move freely around the provision, well supervised by staff who make sure children are always within their sight. Children are developing confidence in trying new challenges, such as learning to use scissors correctly because staff support them by staying close and teaching them to use equipment safely. Children select activities from a range of good quality toys and equipment.

Staff have a sound awareness of safety as they check the premises each day and follow clear procedures, such as the collection of children, outings and fire evacuation. However, fire and electrical equipment have not been tested recently and the temperature of the hot water in the bathrooms is unsafe. There are accessible electrical wires and sockets in the upstairs room and ivy growing in the nature area outside. Children are kept safe due to effective security measures, the entry system is secure and visitors are signed in and out of the building. Staff use walkie-talkies to communicate when they take groups of children outside and the soft safety surface areas protect children if they fall. Children develop an understanding of and skills to keep themselves safe. For example, they hold onto a line with hand hoops, as they walk to and from the outside area.

Children are safeguarded because staff understand their role in child protection and are able to put the policy into practice. Most of the required documentation is in place ensuring children's welfare is effectively safeguarded. However, there is no clear procedure to be followed in the event of a child being lost. This is a breach in regulations.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attending the pre-school and they enthusiastically take part in what is planned for them. There are warm and affectionate relationships between the staff and children, as a result the children are happy and settling well. Children benefit from the key worker system, which enables them to receive consistent care from adults who know them well. This helps children to feel safe and secure and build relationships with children in their group. Children who are less confident stay close to their key worker who provides reassurance for them. Staff support children throughout the session, working alongside them and engaging with the children in a variety of activities and experiences.

Children begin to distinguish between right and wrong and the staff set good examples to the children, such as reminding them about sharing and good manners. Children are forming relationships with each other. For example, they ask each other for help when dressing up and at snack time handing out the plates to each other.

Staff plan an interesting range of activities around termly topics. They have attended 'Birth to three matters' framework training but have not yet incorporated it alongside the Foundation Stage curriculum when planning activities. Children confidently make choices about their play, selecting activities and resources from the broad range available. Resources are stored at children's height, which helps them move towards independence. For example, they help themselves to shells, ribbons, dried fruit and corks, off open shelves to sort on trays and make patterns with.

Nursery Education

The quality of teaching and learning is good. Staff are skilled and engage in purposeful interaction with the children. They have a good knowledge of individual children and are developing a sound understanding of the Foundation Stage and early learning goals. Staff plan as a team every week and regularly record observations of children. However, the systems are not yet fully developed to show clear links between children's assessments and plans. As a result, children's next steps are not clearly identified to inform the short term plans and to ensure all staff know what children are expected to learn.

Staff use their knowledge to interact with the children skilfully, questioning them effectively to develop their thinking. For example, when using the instant hand wash a child comments that, 'It feels juicy!' and a member of staff encourages the child to explain what they mean by smelling it and comparing it to lemons. Children are becoming familiar with the daily routine, they are beginning to anticipate what happens next, such as snack time and home time. Children are motivated to learn through well planned experiences and activities, which capture their enthusiasm. For example, children visit the local post office to buy stamps, write letters and post them to develop their understanding of the journey of a letter.

Children's language skills are developing as they gain confidence to communicate in various situations. They enjoy listening to stories and singing songs. Children are starting to recognise their names and to hear the sound of the first letter in their name. They create and illustrate their own stories which are laminated, bound and placed in the book area for all to revisit and enjoy. They enjoy participating in an external poetry writing competition. Children learn about numbers and develop counting skills as they prepare the snacks and drinks and engage in number songs. They learn about shape and pattern as they sort pegs onto boards and match buttons of different colours and shapes to accompanying cards. Staff encourage children to build towers that are taller than themselves with large plastic bricks.

Children talk about badgers, foxes and squirrels as they match toy animals to pictures in a large tray of chipped bark, twigs and fir cones. They watch caterpillars grow into butterflies and release them outside. Children develop their mouse and keyboard skills as they use the computer in the upstairs room. Further opportunities for developing their fine motor skills are provided with triangular shaped pens and pencils, paint brushes and play dough activities. Children express their imagination and creativity well as they act out real experiences in the role play area and find out what they can do with paint and other media. For example, they make representations of themselves to put in the bus for the 'Wheels on the bus' display. Children enjoy various opportunities to engage in physical activity. They work together as they play inside with the parachute. Outside they are able to enrich their play by dressing up, using binoculars and organising the tables and chairs in the play house. They learn to take turns as they roll toy cars down pipes and try to get them into a container at the end. Children have opportunities to work towards fun-fit scheme certificates and are able to demonstrate their skills at the annual sports day.

Helping children make a positive contribution

The provision is good.

Children develop a strong sense of belonging and feel at ease in the setting, as they are familiar with the friendly staff, some of whom are also present at the adult and toddler session on a Tuesday morning. Both children and staff can choose to wear pre-school tee shirts, sweat shirts and fleece jackets. This develops the feeling of belonging and pride. A photographic time line develops children's awareness of the daily routine and they have opportunities to take responsibilities within this, such as helping to tidy up. Children learn about other religious festivals and celebrations throughout the year, such as Chinese New Year and Hanukah. Staff observe children closely and work well with parents. They therefore have a good understanding of children's individual health, dietary, social and emotional needs and ensure that these are catered for within the provision. Staff promote equality of opportunity as they ensure all children are able to access and engage in the range of activities on offer, provide toys, resources and activities that reflect our diverse society and use language that does not reinforce stereotypes. As a result, children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and disabilities are provided with good support. Staff work with parents and other professionals to ensure children's needs are met and they are fully included in the life of the setting. Staff also support children who speak English as an additional language. They work with parents to identify key words to help children feel comfortable and secure in their new surroundings. Children behave very well. Staff provide clear and consistent boundaries to help children know what is expected of them and use distraction, praise and encouragement appropriately to promote good behaviour.

Partnership with parents and carers is outstanding. Children's well-being and development is significantly enhanced by the superb partnership with parents and carers. Parents and carers have access to and receive an abundance of very good information about the setting and what it has to offer in terms of care and education. They also have access to detailed information on topics, along with access to termly plans and information on the educational provision. Parents are kept informed about their children's achievements through daily verbal feedback, termly reports, summative records of achievement, portfolios of work and annual parents evenings. Parents are valued in children's education as they are asked to contribute to their child's records. A focus group has been set up consisting of parents of the nursery education children to encourage parents to play an active part in the running of the pre-school. They meet once a term to discuss activities, policies and procedures, and fundraising. Notes are distributed to all parents and they also receive regular newsletters and an annual pre-school report. Children are able to develop their learning at home through the use of the book and jigsaw library, and caring for a toy at the weekend. Staff make very good use of the communal entrance area making this welcoming to children their parents and carers. Staff report considerable support from parents and carers including their obvious commitment to regularly helping in sessions. Adults participating as helpers take an active part in working with the children engaging with them in their activities and often develop into staff members. Those parents and carers spoken to were very positive and supportive of the provision and what it offers their children. This highly effective communication between parents, carers and staff helps to promote children's learning and progress towards the early learning goals along with their overall development and well-being.

Organisation

The organisation is satisfactory.

There are good procedures in place with regard to recruitment, induction and appraisal of staff members. Children benefit from a consistent staff team who have worked together for some time. The staff team work hard and communicate well with each other, they have a high regard for children's well-being. They attend training to further develop their childcare practice, knowledge and skills. The whole staff team share a clear sense of purpose and vision for the future. Staff are well organised and are given designated responsibility for tasks within the setting. Therefore, children have ample opportunity to explore the resources available to them and are able to practise and consolidate their skills. Children also benefit from high levels of staff interaction during child initiated and adult led activities. Space and resources are well organised allowing children choice and independence. Children also benefit from well organised trips outside the setting. Most policies and procedures from an effective operational plan to support staff and promote positive outcomes for children. However, the records of attendance do not show the hours of attendance for both staff and children. This is a breach in regulations.

The quality of leadership and management of the pre-school is good. This contributes to children's progress towards the early learning goals. Staff are aware of their roles and are supported by the manager who works with the children and monitors the nursery provision on

an ongoing basis. They work closely with various advisors and staff show a commitment to its continued progress. This ensures children receive appropriate care and education.

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 provider agreed to conduct risk assessments for any potential hazards, provide a safety policy for the outdoor area and to ensure Ofsted is informed of any significant changes or developments. The provider has formulated a safety policy and is vigilant in contacting Ofsted regarding any changes. An annual Preschool Learning Alliance risk assessment is conducted and daily checks are completed. The provider was also required to consider extending the opportunities for children to express themselves in artwork using different environments and natural resources. Children now have free access to a workshop area where they can explore paint, glue, musical instruments and mark making resources. They have various activities which include natural resources both inside and outside of the setting. These improvements contribute positively to children's care, learning and play.

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 satisfactory. 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 all electrical wires and plug sockets are made inaccessible to children and fire and electrical equipment is regularly checked
- ensure that the hot water in the bathrooms is maintained at a safe temperature and the ivy in the nature area is made inaccessible
- incorporate the 'Birth to three matters' framework into the planning of activities and experiences
- ensure the registers for both staff and children show the hours of attendance and formulate a lost child policy.

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 observations, planning and assessments to ensure clear links are made and that children's next steps are identified and inform future plans (also applies to care).

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