

Tickton Pre-School

Inspection report for early years provision

Unique Reference Number	314750
Inspection date	18 October 2007
Inspector	Carol-Anne Shaw
Setting Address	Tickton Hall Cottage, Main Street, Tickton, Beverley, HU17 9RZ
Telephone number	07748 820 1847
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Registered person	Tickton Pre-School
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 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?

Tickton Pre-School incorporating Tickton Play Pals is registered to provide full day care. It has been serving the local community since 1995. The group is managed by a committee and is a registered charity. The provision is located in the village hall, 2 miles from Beverley, in East Yorkshire.

The group is registered for 26 children, currently there are 61 children on role, of these, 17 receive funding for nursery education. There are presently no children with learning difficulties or have English as an additional language attending.

The pre-school sessions are each morning from 09.15 to 11.45 and on Tuesday and Thursday afternoons from 12.45 to 15.15 during term time only. The out of school is open Monday to Friday from 07.30 to 09.00 and from 15.30 to 18.00 in the school holidays from 08.00 to 18.00 closed for the week at Christmas.

The provision employs 10 staff, the majority have relevant childcare qualifications. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The staff promote good hygiene practices as they implement the procedures for keeping children healthy. Children learn about being healthy through the daily routines, they understand the importance of regular hand washing during significant times of the day, after visiting the toilet and before eating. The procedures minimise the risk of infection to children, the sick child policy is shared with parents through the prospectus and the operational plan.

Children's health is protected because a number of staff hold a relevant food hygiene certificate. The snacks are prepared hygienically and staff are aware of good storage of foods, in line with current guidance. Children's health is effectively protected by the use of systems that protect them regarding the administration of medication and the recording of accidents. Children enjoy periods of outdoor play in the park where they benefit from fresh air and exercise. They also enjoy walks in the local area.

Children have their health and dietary needs met, staff use the information from parents effectively. Children's dietary requirements and preferences are adhered to at all times. The group provide a range of healthy and nutritious snacks which include fresh fruit, for example, grapes, bananas and apples. Children are beginning to understand the importance of healthy eating and good nutrition as they discuss why the fruits, eaten at snack time are good for them. They also look and taste different foods during topics.

Children are able to have quiet times according to their needs because the staff plan the timetable to be flexible. They are able to access water when thirsty and are encouraged to drink after physical exercise to maintain hydration.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe and secure environment. The risk assessment has recently been revised, along with a range of implemented policies and procedures to maintain children's safety and well-being. The setting is welcoming with good natural daylight in all areas. Children are able to move around freely as space is good and organised effectively, allowing good movement between activities. The premises are kept secure and access is only gained through the main door where the staff do identity checks and require visitors to sign in and out. They are also accounted for on the premises at all times. Likewise, the collection of children is fully monitored by only allowing children to leave with those persons known to staff and authorised by parents.

Children independently select resources that are safely stored on low-level shelves and boxes which are clearly labelled to promote good understanding of where resources belong. They are learning to take responsibility in keeping themselves and their environment safe by actively helping to put toys and resources away.

Children's safety is assured because the staff undertake regular emergency evacuation procedures with the children. Effective procedures are in place to ensure children are safe when on outings. The children enjoy the outings to the park and walks in the local area. Children learn how to keep themselves safe when outside the setting. They are encouraged to walk

across the car park, and take turns on the large equipment. The older children walking from school wear high visibility bands to support their safety.

Children's safety and welfare is further assured as staff clearly understand the procedures for recording and reporting any concerns relating to child protection. The designated person has undertaken recent training. She demonstrates knowledge and awareness of signs and symptoms of a range of types of abuse and neglect, therefore is confident to protect children from harm. Parents are made aware of the group's safeguarding procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are valued and respected as individuals, staff know the children well and provide them with effective support. Relationships between the staff and children are good, this contributes to children's well-being. The effective key worker system ensures children are cared for by familiar adults who support and encourage them. As a result they are aware of and meet children's needs effectively. The children clearly enjoy attending the group where the fun and caring atmosphere enables children to develop and make good progress in all areas of their development. The younger children's progress is recorded using the 'Birth to three' framework, this is used effectively to inform future planning for the children's development.

Children learn new skills and respond well, for example, they enjoy the music and dance and join in with enthusiasm. They enjoy painting and other creative activities, using glue and paint with lots of enthusiasm. The younger children enjoy their play, they access all the areas of learning environment. The children enjoy story time both in groups and individually with a member of staff or simply as a quiet activity on their own.

The out of school group, Play Pals, is effective in providing a base for the older children. They access a range of interesting activities and resources that support their play and leisure. This group has just been incorporated into the management of the pre-school and plans have been made to offer a range of interesting activities for the coming holidays.

Nursery education

Children are making good progress towards the early learning goals because they enjoy a sound range of activities to promote their learning. Children are settled and confident in the pre-school environment. They enjoy exploring play opportunities and are learning to make choices about what they do and are therefore more independent in their play and thinking. The staff promote independence effectively by encouraging children to make choices from a wide range of activities readily accessible to them. They are beginning to select and sort, choose and state their preferences with confidence. Children concentrate well as they play, learn and ask questions, helping them to make sense of the world.

Children develop good communicating skills, for example, they contribute to group discussions. They listen with enjoyment to stories and enjoy books as they learn that print carries meaning. Children have many opportunities to observe change as they learn about caring for living things through topics. They use technology to enhance their learning, and have daily opportunities to access the computer to develop their skills.

A particular strength of the setting is the creative play. Children engage in a variety of activities to develop their creative skills. They enjoy making pictures to go on the walls. The children

learn how to mix colours, to use the different paint mediums as they create lively and exciting pictures, for example, the harvest topic.

Children have many opportunities to count and to use their mathematical thinking during their play. They learn about shapes when doing creative activities, for example, children using different shapes for the collage activity.

Outdoor physical play is enjoyed by the children. They have opportunities to run, climb and balance when using the play park on a daily basis. Staff are effective in encouraging children to share and take turns. Children learn to use a wide range of small tools and equipment, for example, using the play dough tools, pencils and the glue spreaders. Children learn about the local community, through local walks and visits.

The quality of teaching and learning is good. The children make good progress overall because staff have a sound knowledge of the principles of education and how to plan effectively. These embrace all areas of learning and build on what children already know and can do. They are becoming confident to use the information from the assessment of children's progress. They develop and extend learning opportunities for the differing abilities of individual children in their short term planning. They are aware this is the way forward and are continuing to further develop this method of planning.

Helping children make a positive contribution

The provision is good.

There are effective settling in procedures in place, children are encouraged to attend with their parent for short periods to familiarise themselves with the staff and their surroundings. This enables children to gain a sense of belonging and as a result, they settle in well. The equal opportunities policy is understood and implemented by staff and shared with parents. The children are treated with equal concern and respect. The policy is reflected in admissions, curriculum, special needs, food, drink and employment. There are opportunities for children to learn about our diverse society, activities are available to help children in this aspect of their learning.

The nursery has a policy which relates to the care of children with any special care or educational need. At the moment there are no children attending. However, the staff have knowledge and experience to ensure the child's individual needs would be met through an effective partnership with parents and liaison with external agencies with parental consent. The staff would implement the Code of Practice and would inform parents of the correct sources for further support. Presently there are no children who attend with English as an additional language. Again, there are systems in place to support such children to ensure that they would have fun and enjoyment when attending the group.

There is a policy in place to support behaviour which is adhered to by all staff. Consequently children behave well and are beginning to show care and concern for each other. Positive interactions from staff promote children's self-esteem. Children receive ongoing praise and encouragement for their efforts, for example, the staff praise the children for their creative work, for sharing and being kind. As a result, children learn right from wrong and behave well. The older children show care and concern for the younger children. This positive approach ensures children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Children benefit from continuity of care between home and the setting, the staff work in partnership with parents to meet the needs of the children. For example, they talk to parents daily keeping them informed about their child's session in the group. Parents complete a comprehensive admission form, which ensures that the staff are aware of their children's individual needs. Parents receive informative newsletters and they are invited to access their children's individual file of achievements. Parents also have information shared with them through the notice board and regular discussion with the key workers which ensures a good partnership between home and the pre-school for the benefit of the children.

Organisation

The organisation is good.

The leadership and management of the setting is good. Comprehensive planning is in place to cover all six areas of learning. Evaluation of activities and the monitoring of the nursery education takes place. The planning for learning is linked to the individual assessments of children. Consequently, there are many opportunities on a daily basis to extend children's learning.

The staff work effectively together as a team. They organise the environment for the children very well considering it all has to be cleared away each day. They plan a variety of activities for both indoors and outdoors. However, the outdoor curriculum still requires developing further to cover all areas of learning. The children enjoy their time at the group. Children therefore are eager to attend and settle well into their play. The staff ensure that the children are supervised effectively, giving them opportunities to explore the various areas of play. The staff team are aware of their roles and responsibilities which contributes to the smooth running of the sessions.

Recruitment and vetting procedures are effective, ensuring children are well protected and cared for by staff who are suitable and have the knowledge and understanding to promote children's development and leisure time effectively. The management have a sound understanding of how to ensure initial and continuing suitability of staff by implementing the rigorous procedures that have been developed in line with current requirements. Training is promoted positively with courses accessible through the local authority for staff. Several staff are attending training to promote their professional development, therefore enhancing the care provided for the children.

The documentation is well organised and reviewed appropriately. The operational plan is detailed and available to parents and visitors to the setting. However, the documentation requires updating to reflect the wider age group now being cared for by the group.

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

Improvements since the last inspection

At the last care inspection there were recommendations linking to documentation for complaints and safeguarding children. The group have the complaints information for parents displayed on the notice board. They now have comprehensive documentation to support their safeguarding children procedures.

At the last nursery education inspection they were asked to develop the resources for teaching quantity and give children more opportunities to access large equipment. These areas have been developed to support children's mathematical and physical development.

These improvements have improved the safety and given further opportunities for children's development 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.

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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):

- continue to develop the use of the outside area to promote all areas of the curriculum
- develop the policies and procedures to better reflect the incorporation of the out of school provision.

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 improve the links between children's assessments, planning and the stepping stones towards early learning goals.

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