

Penrith Pre-School Nursery

Inspection report for early years provision

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| Unique Reference Number | 317572 |
| Inspection date | 08 January 2008 |
| Inspector | Vivienne Dempsey |
| Setting Address | The Old School, Meeting House Lane, Penrith, Cumbria, CA11 7TR |
| Telephone number | 01768 890272 |
| E-mail | |
| Registered person | The Trustees of Penrith Pre-School Nursery |
| 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?

Penrith Pre-School Nursery opened in 1960. It operates from three rooms in a former primary school building in Penrith about two minutes walk from town centre. It shares the building with a parent and toddler group every morning. Penrith Pre-School Nursery serves the local area.

There are currently 50 children from 3 to 4 years on roll. The majority of children attending are funded. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language. There is one child attending with learning difficulties and disabilities.

The group opens five days a week during school term times. Sessions are between 08.30 and 16.00.

There are 10 staff that work a variety of hours with the children. All the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years level 3 qualification. The group is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the clean and welcoming environment. Staff follow effective practices in their daily routines to help prevent the spread of infection, which helps keep children healthy. For example, they clean the kitchen area and tables thoroughly before snack time. All staff have completed first aid training and first aid boxes are readily available. Parental consents are in place for emergency treatment or advice. This helps to ensure children receive appropriate medical care if required. Records regarding medication and accidents are maintained and parents sign to acknowledge entry, keeping them informed at all times. However, accident records are not always stored with regard to confidentiality.

Children are well nourished because they enjoy a good range of healthy snacks which include plenty of fresh fruit. At snack time they have a choice of drinks and fresh drinking water is available at all times. Parents provide packed lunches when necessary, which are stored safely in the fridge.

Children develop physical skills and have access to fresh air as they take part in indoor and outdoor activities daily. They enjoy the wake-up exercises indoors for example, star jumps and stretching activities. They have great fun with the chiffon scarves and eagerly move them to the lively music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very safe and secure environment, which is organised very well to meet their needs. Good safety measures are in place, which keep children safe from harm. For example, locked external doors, secure boundaries and a record of visitors is maintained. Staff conduct daily visual checks of all areas and storage and a written record is in place, keeping children safe. All fire precautions are in place and equipment regularly checked. The evacuation plan is displayed and children learn about fire safety as regular fire drills are practised.

There is a good range of toys and resources available, which provide stimulating and interesting activities and play opportunities for children. These are appropriate for the ages and individual developmental needs of the children. There is a sufficient number of chairs and tables available to enable children to eat together, making snack and lunch times a sociable and enjoyable occasion.

Children's welfare is fully safeguarded by staff who have a good knowledge of child protection issues and the procedures to follow in the event of any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting as staff are welcoming and friendly. Children are very keen to attend the setting and eagerly and confidently separate from parents and careers. Staff respond very well to the new children's needs making them feel very welcome and secure, which helps them to settle quickly. Children have access to a good range of toys and activities which captures their interest and this begins to develop their concentration skills. For example, children

enjoy playing with the cars in the large tray which is covered in white powder, and have fun making tracks in the 'snow'.

Children have independent access to all resources and activities, which helps develop their confidence and self-esteem. For example, they enjoy painting pictures, playing in the water and making snowmen. They are supported well by staff, who encourage them to talk about what they are doing. Children have a positive relationship with staff and peers and staff know children well. This helps staff to meet the individual needs of all children. Staff listen to and value what children have to say, developing children's sense of belonging.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the 'Foundation Stage' curriculum and of how children learn and develop. Staff plan an effective, interesting and stimulating learning environment, which has a good balance between free play and adult-led activities. They successfully maintain children's interest as they take part in activities, sitting with them, asking questions and extending their play. Planning is linked to the six areas of learning and staff monitor children's progress towards the Early Learning Goals. Staff know children well and are aware of their individual learning needs, however, planning does not always show differentiation or next steps in children's learning.

Staff manage children's behaviour well by offering lots of praise and encouragement while also being good role models. They explain things well and use questions to encourage children to think. Resources and activities provide children with a good, varied range of experiences and staff ensure that learning opportunities within daily routines are maximised.

Children are very interested and motivated to learn. They engage in play well and are eager to try new ideas and experiences, showing confidence as they approach adults to ask questions and share information. For example, making snowmen with paper plates, playing with cars in the 'snow' and making pictures in the design and technology area. Children display a positive self-image and show good personal and independence skills as they put on their own aprons, wash their hands and help to tidy-up. They separate well and with confidence from parents and all have formed good relationships with staff and peers.

Children communicate confidently and interact and talk with others. They listen carefully to stories, for example, 'The tiger who came to tea'. They talk confidently about the author and illustrator and the title of the book. Children confidently ascribe meaning to marks, for example, 'I have painted a picture of my mammy and a flower'. They enthusiastically find their name and most children are able to name and recognise the sounds in their names. Staff provide children with lots of opportunities for children to make marks both indoors and outdoors, this helps develop their writing skills.

Children enjoy being the 'server' at snack time and count how many chairs at their table and work out how many cups and plates they will need for everyone at their table. This helps develop their calculation skills and develops their confidence and self-esteem. Children count how many children are present at registration time and most children confidently count to twenty. They enjoy working together to create a 'time line' with pictures, of their time at the setting.

Children confidently talk about the weather, they use the rain gauge in the outside area daily to record how much rain has fallen and check the temperature both inside and out and compare the difference. Children are keen to use the computer and are able to complete simple

programmes independently. They have fun using the walkie talkies and taking pictures with an old camera. This helps develop their knowledge and understanding of everyday technology.

Children have daily access to the outside area and are able to explore the sensory garden, smelling the different herbs and watching their sunflowers grow. They enjoy taking part in daily warming up exercises, doing star jumps, wriggling their fingers and stretching. The children have great fun putting on their 'puddle suits' so they can enjoy the outdoor area when it is raining. They enjoy playing circle games such as 'cat and mouse', chasing each other around the circle. They eagerly join in dancing to lively music and moving their chiffon scarves in all directions. There is a good range of equipment to develop their large physical skills, such as, balancing beams, tunnels and slides.

Children have a variety of opportunities to develop their imagination, they use the resources available to support their role play. For example, dressing-up costumes, cooking utensils and the outdoor 'café'. They use their imagination to recreate personal experiences, such as cooking and serving food to their peers. Children frequently explore various materials and are able to select those they wish to use to create their own ideas through painting modelling and collage.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who know them well and value their individual needs. All children are fully included in the setting. Staff work closely with parents and other agencies to ensure children with English as an additional language and children with learning difficulties or disabilities have access to all activities and play opportunities alongside their peers. Children have access to a range of activities that help them gain awareness of the wider world and diversity. For example, they celebrate a range of festivals including, Diwali and Chinese New Year.

Children are very well behaved, they receive regular praise and encouragement for their achievements and staff are good role models to the children. Staff are calm and consistent in their approach to managing children's behaviour and continually reinforce good behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children benefit from the positive partnership with parents. Staff complete 'home link' books daily keeping parents informed of their children's daily activity, space is provided for parents to write comments. Daily opportunities for a verbal two way sharing of information is also available keeping staff and parents informed at all times of children's needs and developments. Parents receive regular newsletters, which keep them fully informed of activities within the setting and links learning at the setting to home. For example, parents and children are encouraged to bring items from home linked to the topic to share with the other children at show and tell time. Parents are asked to complete information regarding their children's previous learning likes and dislikes before admission. This provides staff with valuable information of the children's learning needs and stage of development.

Parents have access to the settings policies and procedures. There is a parents notice board to keep them fully informed at all times. A suggestion box is available and parents feel they are able to make suggestions and find staff very friendly and approachable. Parents have access to their children's development records and staff have meetings which parents can attend to informally discuss their child's progress.

Organisation

The organisation is good.

Children are cared for by suitable and well qualified staff. There are good recruitment procedures in place that ensure all adults in contact with the children are suitable and appropriately vetted and there is a staff induction procedure in place. Staff maintain high adult to child ratios and records of attendance are maintained. This means children receive very good adult support and helps staff to meet the individual needs of all the children.

All required documentation is stored securely, readily available for inspection and most records are stored with regard to confidentiality. Staff are effectively deployed to ensure children's safety, welfare and development.

Leadership and management is good. Staff work well together as a team and are committed to providing good quality care and education for the children attending. Staff have regular staff meetings and share their knowledge and experiences to develop the provision they provide. The staff proactively attend regular training and development opportunities, which they use to improve the outcomes for children. Staff are able to reflect on their practice and are confident in identifying areas of strength as well as areas for future training and development.

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 improve the use of space with regard to how staff are deployed, how space is managed to ensure safety of children and the safety of storage. Staff are now deployed appropriately and space is managed to ensure children are safe. The setting was asked to review the arrangements for records with particular reference to confidentiality. Most records are now stored with regard to confidentiality.

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):

- review storage of accident records to ensure confidentiality.

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):

- further develop the use of observations to inform future planning and next steps in 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