

Hartford Pre-School

Inspection report for early years provision

Unique Reference Number 318685

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Inspector Anne Drinkwater

Setting Address Hartford Community Centre, Canterbury Road, Urmston, Manchester, Lancashire, M41 0RX

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Registered person Duncan Wise

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Hartford Community Centre Pre-School opened in 1999. It operates from two rooms in a one storey community centre in Urmston, Trafford. The pre-school serves the local area.

The pre-school is registered for 40 children aged from two to five years. There are currently 37 children on roll. Children attend for a variety of sessions. Children with learning difficulties and disabilities and who speak English as an additional language are also supported.

The pre-school opens five days a week term time only. Sessions are from 09.15 to 13.00.

Eight part time staff work with the children, above average qualification levels are maintained. The setting receives support from a mentor from the Early Years Development and Childcare Partnership. The pre-school is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff implement suitable policies to promote the health and welfare of children. The accident and medication procedures are clearly followed and relevant records are maintained. Hygiene practices are generally satisfactory. For example, the children regularly wash their hands after using the toilet.

Children's health and dietary needs are met successfully as staff work well with parents to gather and record any relevant allergy information. Snack times are relaxed social occasions where children sit together and chat. Staff work in partnership with parents to promote the healthy eating policy. Children enjoy a variety of healthy foods, such as salad and seasonal fruits which they are encouraged to buy and bring into the session to share with the other children. As a result, children are gaining a good understanding of healthy foods. Children are able to quench their thirst as drinking water is available at all times.

Children benefit and enjoy regular exercise, for example, children refine their physical skills as they ride the bikes and trucks. This promotes and supports children's physical development and coordination whilst they have fun and enjoy themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

There is a range of resources available to meet the needs of the children. Some resources are appropriately maintained and comply with safety standards, which minimises the risk to children. Resources are organised and are easily accessible to the children, which enhances their learning, promotes choice and independence. However some resources are not adequately maintained to create a stimulating environment.

Children are happy and confident in the setting. The room and activities encourages their interest and engages them in play. Children are cared for in a secure environment. Staff undertake daily risk assessments and all potential hazards are identified and minimised. This means that children are able to play safely and independently. The staff are vigilant and offer good supervision as children play. Children are becoming aware of some aspects of keeping themselves safe as the emergency evacuation plan is practised regularly.

Children's welfare is safeguarded and promoted because the staff are clear about their role with regard to child protection. Procedures are in line with the Local Safeguarding Children Board and are shared with parents so that they are aware of the staff responsibilities.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and well cared for in the pre-school. The established children form good relationships with the staff and each other. Children play well together in small or large group situations. Staff provide a programme of activities, which provide children with spontaneous play opportunities and choices. Children enjoy themselves and show interest in their environment. They willingly take part in the activities available and concentrate well. However, some resources are not adequately maintained to ensure a stimulating environment, and children gain limited

awareness of diversity due to the lack of resources to promote positive images and the limited involvement of parents and members of community to promote an understanding of the world around them.

Children are familiar with the routines and feel secure. They clearly understand instructions and join activities with enthusiasm. Children take turns during a circle time activity to complete the calendar, which involves matching, sorting, and number recognition. They enjoy creative play opportunities, where they can use materials independently or take part in an imaginative activity, such as having a picnic.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have an understanding of how children develop, they extend children's learning and thinking as they ask questions which make children think, or talk about what the children are doing. The staff plan activities which reinforce children's understanding as they play. Staff provide support to the children and make some observations on their progress, however, assessments and observations are not used as a guide to teaching and future planning for the individual and are not routinely shared with parents.

Children are happy and sociable in the setting. They are interested and eager to participate in the different activities. Children are confident communicators; they interact well and contribute their thoughts and ideas. They use expressive and descriptive language as they play. For example, they describe the foods in the tasting sessions; they know the weather is cold, windy or rainy. They are developing good language and listening skills, which are encouraged by the staff throughout the session.

Children recognise that print has meaning and are beginning to link sounds to letters. They overwrite letters with pencils. Children have access to mark making materials in some of the play areas, which helps to consolidate their learning. They understand signs and symbols, for example, at circle time, when they talk about the weather, seasons and days of the week.

Children use mathematical language, they count to 10 and sometimes beyond, they understand the value of the numbers and recognise number sequences.

Children's fine motor skills are developing as they use tools, pencils and paint brushes with increasing control and confidence. They have opportunities to explore colour and texture.

Children benefit from activities which develop their knowledge and understanding of the world. They take an interest in nature as they observe changes in the weather. Children have appropriate opportunities to use information, communication and technology equipment, for instance, they use a telephone, toaster and iron in the home corner, which the children use imaginatively and they have access to a computer. They show a sense of time as they recall events and follow the daily routines.

Helping children make a positive contribution

The provision is satisfactory.

Children are cared for suitably by staff who work with parents to meet individual children's needs. They have equal access to resources; they are actively encouraged to participate in all activities regardless of their gender.

Children behave well in the setting because they are given lots of praise and encouragement which boosts their confidence and self-esteem. In return children play harmoniously with their friends and they take turns. They know what is expected of them and confidently remind each other of the 'rules'. Staff are consistent in their approach as they use effective strategies to promote good behaviour. Consequently, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Staff and parents work together to meet the needs of the children. Parents speak highly of the care their child receives and are confident in approaching the staff. They receive information about the provision for their child, through policies and the notice boards. Parents have access to their children's records of learning and development if they request them.

Organisation

The organisation is satisfactory.

Children are cared for in a setting which is making good use of the available space. Staff are appropriately deployed and offer good supervision at all times, which means children have consistent support in their play and learning. They are clear about their responsibilities and operate an effective key worker system. This helps children to feel secure and promotes good communication systems. Staff are suitably experienced to care for children, the setting maintains above average staffing qualifications, most policies and procedures are available and recording books are satisfactorily completed. However, the staff files are incomplete and do not contain all the required staff details.

Leadership and management is satisfactory. The manager and staff work well together as a team to ensure the setting runs smoothly, which promotes positive outcomes for children. Staff have a satisfactory knowledge and understanding of childcare and education. However the manager has not developed procedures to monitor and evaluate the quality of teaching, assessments, observations and recording. Staff work with an early years advisor to further their development in providing care and funded 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 three recommendations were made to: ensure children do not have access to gas heaters; record children's individual needs and emergency contact numbers, record times of staff's arrival and departure, request written permission from parents for seeking emergency medical advice or treatment, keep a written record, signed by parents, of accidents and medicines given to children and to update the written behaviour management statement to include bullying.

All of the recommendations have been met, fireguards have been fitted to the heaters and all the requested information, permissions and records are available for inspection. These improvements enhance children's overall safety and well-being.

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 complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- ensure children have access to a broad range of activities and resources that are well maintained to create a stimulating environment and that they reflect diversity and the community around them
- develop a robust system to ensure all documentation regarding the suitability of staff is available.

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):

- develop the use of observations, to help plan the next steps for children's learning and development and share these observations and records with parents
- develop procedures to monitor and evaluate the quality of teaching, planning, assessment and observation recording.

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