

New Lodge Pre-School

Inspection report for early years provision

Unique Reference Number	EY294104
Inspection date	06 February 2008
Inspector	(Kate) Kathryn, Jane Ryder
Setting Address	New Lodge, Wigan, WN1 2ND
Telephone number	01942 820 857
E-mail	
Registered person	The Trustees of New Lodge Pre-School
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 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?

New Lodge Pre-School has charity status and is committee managed. It has been registered since 2004 but has operated since 1992. It operates from the basement of Wigan Bowling Club, which is located in Wigan. Children have access to a secure, enclosed, outdoor play area.

The setting is open each weekday for two sessions, from 09.15 to 11.45 for children aged three and over, and from 12.30 to 15.00 for under three's. It operates during term time only. A maximum of 30 children may attend at any one time and currently there are 42 children on roll; of these, 35 children receive funding for nursery education. Children attend from the local community. The setting supports children with additional needs. It is not currently supporting children who have English as an additional language.

The nursery employs five members of staff; all of whom have relevant early years qualifications and one is working towards a higher qualification.

The setting is currently working towards a quality award and they receive support from a community advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted. They stay healthy because staff follow good hygiene practices to minimise the risk of cross infection. For example, tables are wiped clean with a sanitizer before serving snacks and effective procedures are in place for changing children. Good steps are taken to ensure food is stored and prepared safely, such as fridge temperature checks are carried out daily. Children wash their hands independently after certain activities and they are reminded by related photographs in the bathroom and on the snack table. They are beginning to learn about germs and the importance of keeping their hands washed after visiting the bathroom. This helps them effectively understand the need to practice good routines of personal hygiene. The arrangements to care for children in the case of accidents and the administration of medication are good as the majority of staff have current first aid certificates. However, parents are not always requested to sign the accident record.

Children enjoy exercise and develop a positive approach to physical activity through the regular opportunities for outside and inside play. For example, they balance on bars, climb over an arched bridge and push or pedal bikes. They enjoy looking at nature as they frequently walk around the grounds of the bowling greens. They listen to music and learn about rhythm as they sway, bend and stretch their arms. Children develop fine motor skills as they competently use a wide range of small and large equipment, such as paint brushes, baking tools and scissors.

Children's individual dietary requirements are well met and they are offered a healthy snack at each session. For example, fresh fruit, raw vegetables, cereals, crackers and bread products. Children choose the time they would like to take their snack, which means their play is not interrupted. They help themselves to toast and select jam or honey which they competently spread using a knife. Children develop self-confidence and become independent as they help themselves to drinks of water from the dispenser and pour themselves cups of milk at snack time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, well maintained child-centred environment. They are warmly greeted on arrival by a member of staff and displays of their work, posters and photographs contribute to a strong sense of belonging. Play areas are effectively organised to enable children to move around freely and safely and portable furniture and partitions are used to provide curriculum areas. A wide range of good quality toys and resources are made available in low level storage units and all toys and equipment are maintained in very good condition.

Children benefit from the effective safety measures taken by staff. They follow clear procedures for the safe evacuation of the building and children regularly take part in practice drills which help them learn about how to keep themselves safe in the event of an emergency. Daily risk assessments of the play environment and the toys and equipment, ensure that they can be used safely. Children develop a good understanding about safety in the setting, as they are encouraged to pick toys up from the floor to prevent someone tripping over. Staff are vigilant and supervise children well, making sure that they can play safely and independently.

Children are well protected from possible abuse or neglect. Staff have a good understanding of the procedure to follow with any concerns and a number have attended training. All adults working in the setting have undergone the vetting procedure and there are clear verification records.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled at the pre school and they separate from their carer well. Parents are encouraged to make pre-placement visits with their children which contribute to a smooth transition from home to the setting. Children benefit from staff who are very interested in them, they plan their time well so that they spend maximum time playing and talking with the children. Staff build warm relationships with children and the established key worker system makes sure they know children very well and ensures individual development is monitored and assessed. They monitor children's development by making written observations and by keeping a portfolio of their work. Staff have good regard to the 'Birth to three matters' framework and plans show effective planning for the next steps in children's learning.

Children's independence is well promoted through a wide variety of opportunities, they are very motivated and develop a positive disposition to learning. They freely access toys and play equipment from the continuous provision and learn to have a good regard to their own personal hygiene. Children are purposefully engaged in a broad range of interesting and enjoyable activities, which help to develop their mathematical thinking, their imagination, language and creative skills. For example, construction, stories, singing, small world and arts and crafts, such as painting and collage work. Children enjoy and have fun as they play outdoors, they explore the environment and become strong and confident children as they use different equipment involving climbing, balancing and pedalling.

Nursery Education.

The quality of teaching and learning is good. Staff have good knowledge and understanding of the Foundation Stage and competently put this into practice. They provide a wide range of activities and experiences to cover all areas of children's learning. Planning systems are clear and cover all areas of the curriculum, making sure that children are helped in making good progress towards the early learning goals. Staff monitor children's development using written observations and examples of their work. The room is well organised and in the main resources are set out to stimulate children's interest in learning. Resources are generally well used, although children do not routinely use the book area independently.

Children are very confident in the pre-school environment. They make good relationships with other children, choosing to sit with their friends over snack time and choosing their friends during ring games, such as 'The Farmers In The Den'. Independence develops as they self register on arrival, finding their name and placing it next to their picture on the board. Children access a wide range of resources and independently initiate play. They enjoy books and listen attentively to stories read by their carers. The book area is very well resourced, including both story and reference books, but space is restricted and seating is compact and not conducive to comfort. Children begin to understand that print carries meaning as they have a variety of opportunities to mark make, for example, in role play they have menu pads to take 'orders'. Young children count competently up to five as they join in singing rhymes, such as five fat peas in a pea pod pressed and older children develop calculation skills well through appropriate questioning by staff. For example, they ask children if I have seven, how many do you need to

win. Children explore different shapes and patterns as they weave paper to make simple repetitive patterns. Children develop a good understanding of the natural world through topics and focussed activities, such as when they handle a variety of reptiles, insects and animals which are brought into the setting occasionally, feed young lambs during a farm visit and fill nut holders to attract birds and squirrels in the setting grounds. Children enjoy the many opportunities provided to experiment and explore shape, colour and textures in a variety of mediums. They show interest in using musical instruments, keeping beat as they sing songs.

Helping children make a positive contribution

The provision is outstanding.

Staff know children well and value each as an individual. Pre-entry records, prepared by parents provides staff with information about what their child can do as they start at the setting. Children develop a positive attitude to others and develop a good understanding about the wider world through the excellent planning and activities reflecting other cultures and ways of life. For example, children experience a wide range of activities which reflect Chinese New Year. They enjoy dancing to Chinese music and using chop sticks as they sample food. They watch a video showing how the festival is celebrated within a family and listen to stories about the origins of naming a year after an animal. There are appropriate systems in place to support children with learning difficulties and the staff team know where to seek support, to ensure each child's individual needs are met. Children's social, moral, spiritual and cultural development is fostered.

Children behave extremely well, they are provided with lots of praise and encouragement and they learn to share, take turns and accept the needs of others. Children's self esteem develops through the many occasions staff acknowledge their achievements, such as when they tidy away the toys. Good behaviour is further encouraged through the use of reward stickers and children are eager to collect five stickers to make a bookmark. Staff understand children's behaviour well and they manage them sensitively. For example, some children find it difficult to sit for long periods, either at circle time or during a video and staff allow those children to withdraw and engage in an activity that they are interested in and enjoy. This ensures children play in harmony without creating discord and disruption.

Partnership with parents and carers is very good. Children benefit from effective information sharing with parents through regular newsletters, questionnaires, a suggestion box, a daily communication book and daily informal conversations. Parents' evenings held at intervals throughout the year provide the opportunity to talk to members of staff and view individual progress and development files. Parents find staff friendly and approachable and feel they are kept well informed about their children's progress.

Organisation

The organisation is good.

Children benefit from a staff team who are all suitably qualified and who make a commitment to a minimum of four training days per year to further develop their child-care knowledge and skills. New staff are supported through an induction period, there are regular staff meetings and an annual appraisal system for all staff. Children are well protected by the manager's understanding of the vetting procedure and there are clear systems in place to cover staff absences. Staff have clear roles and responsibilities and an effective key worker system ensures children receive appropriate support and encouragement, which contributes to feelings of

confidence and security. The environment is effectively organised and well resourced continuous play areas provide children with a broad range of experiences.

The leadership and management of the nursery education is good. All staff are involved in planning for the curriculum to help children develop in all areas. Key workers monitor children's achievements and development and assessments records include plans for the next steps in children's learning. Staff use a self evaluation system to review working practices and identify future improvements.

The documentation relating to the care of the children is generally recorded appropriately. Documentation is well organised and stored to maintain confidentiality. The written policies and procedures are periodically reviewed, making sure ongoing practice is reflected.

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 documentation by providing further information in the uncollected child policy, to add a statement regarding bullying in the behaviour management policy and to include a statement to be followed in the event of an allegation against a member of staff in the child protection policy. They were also asked to maintain evidence of the vetting procedure. These have all been addressed, the uncollected child policy provides clear information about the procedures that would be followed in the event a child is left at the setting, there is a procedure for bullying and a procedure to be followed in the event of an allegation against a member of staff and a clear vetting validation system has been set up. This action ensures parents and carers are kept fully informed about the policies and procedures within the setting.

With regard to nursery education, the group were asked to develop planning systems and make links with children's learning, improve the children's development records, provide more opportunities for children to calculate, balance and climb and develop a system of monitoring and evaluating the educational provision. Since the inspection, good progress has been made with regard to the planning and assessment and children's developmental records. Children are provided with routine opportunities to calculate, balance and climb and there are good systems of evaluating the provision, such as short term plans are evaluated and the curriculum is regularly evaluated as part of the settings self evaluation tool.

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):

- improve accident records by making sure parents sign all entries
- make sure that the complaints procedure clearly indicates the regulator

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 book area to encourage children's interest and routine use of the resources.

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