

# Scruton Pre-School inc Headstart

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY311885
<b>Inspection date</b>	17 July 2007
<b>Inspector</b>	Ann Doubleday
<b>Setting Address</b>	Ainderby Steeple C of E Primary School, Station Lane, Morton on Swale, Northallerton, North Yorkshire, DL7 9QR
<b>Telephone number</b>	07710 708118
<b>E-mail</b>	
<b>Registered person</b>	Scruton Pre School incl. Headstart
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Scruton Pre-School including Headstart is run by a committee. It is an established playgroup which moved to new premises in the grounds of Ainderby Steeple Primary School in 2005. The group operates from a mobile unit with one main playroom plus kitchen and cloakroom facilities. They share the building with an out of school club but have sole use of the building while the sessions are in progress. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 13.00 during term-time.

There are currently 30 children from two to four years on roll; of these, 21 receive funding for nursery education. The pre-school supports children with physical disabilities, learning difficulties and also supports children who speak English as an additional language. Children attend from the local and surrounding areas.

The pre-school employs four regular members of staff to work with the children. They also employ three members of staff on a casual basis. All of the regular staff hold appropriate early years qualifications. The group receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's physical development is supported well, with opportunities to have physical exercise each day. They enjoy playing outdoors in the garden and use a range of appropriate resources, including wheeled toys, balls, slides and a climbing frame. The indoor environment is also extended to the outdoor play area and children flow freely between the indoor and outdoor environment for much of the session. Children can rest or be active according to their individual needs.

Children learn the importance of good hygiene through daily routines. They are encouraged to wash their hands regularly before meals, snacks and after using the toilet, and know why they need to do so. Staff set a good example as they wash their hands and also use disposable gloves for nappy changing. This means that good hygiene practices are promoted.

Appropriate systems are in place for addressing children's health needs. For example, permanent staff hold relevant first aid qualifications and appropriate documentation is used for the recording of accidents and medication. However, the recording of accidents does not fully promote good practice as the records do not always contain sufficient information. The effective use of a sick child policy prevents the risk of spreading infection.

Children begin to understand the benefits of a healthy diet through the promotion of a healthy organic snack of fresh fruit each day. Children decide for themselves when they would like to have their snack and staff are aware of, and meet, children's individual dietary needs. Drinks are available throughout the session and can be accessed independently; this means children's independence is promoted and they do not remain thirsty. Children that stay for lunch bring a packed meal and these are stored appropriately; this ensures food remains fit to eat.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm, welcoming environment, where risks are identified and minimised. This means they are able to move around safely, freely and independently. There is a clear health and hygiene statement in place. Staff give priority to helping children understand how to keep themselves safe. For example, they are taught why they should sit carefully on chairs. There are clear emergency evacuation procedures displayed at each exit, a fire drill is practised regularly with the children and fire exits are unobstructed. These measures contribute to the children being safe.

The room is well set out for children's arrival and there is a good range of developmentally appropriate resources, which are well-organised in child-height furniture to encourage independent access. The security of the premises is good, a visitor record is maintained and there are lost and uncollected child policies in place. The high adult-to-child ratios ensure children are well supervised and remain safe.

Staff have attended safeguarding children training. They have a good understanding of their roles and responsibilities, and procedures are in place in the event of an allegation against staff. This means the welfare of children is protected.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the setting. Most children arrive happy and eager to participate and they are all making good progress. Close and caring relationships with staff increase the children's sense of trust and help them develop a strong sense of self. Children are developing good relationships with each other and their communication skills are well supported through good adult-to-child interactions.

Children move around the rooms freely. They select their own activities and take part in adult directed activities. Play opportunities are purposeful and developmentally appropriate, resulting in children being motivated and interested. This is evident in the good planning of activities. Staff have attended the 'Birth to three matters' training and are mindful of this framework when planning activities. They use it well in the assessment of younger children's progress.

There are clear settling in procedures in place for children, which include gaining information from parents about their child's routines and care. Staff support children well in the separation from their carers. They are sensitive to, and meet, children's individual needs well. Children's self-esteem is developing as a result of the staff encouraging and praising them and valuing what they have to offer.

### **Nursery Education.**

The quality of teaching and learning is good. Children enjoy their time at the group and achieve well, because staff use their good knowledge of the Foundation Stage to provide high quality nursery education. Staff have attended Foundation Stage training. They plan and prepare well an interesting programme of activities across the six areas of learning. They have clearly defined roles and responsibilities and are confident in the delivery of focused activities. Assessment systems are in place and are completed well. They link clearly to the Foundation Stage curriculum and show how children are progressing. The planning takes into account children's individual learning and development in order to ensure appropriate challenge. The good use of resources and the clearly defined activity areas support the learning opportunities offered to the children. Staff use good questioning skills to further extend children's thoughts and ideas. They involve themselves appropriately in children's activities and offer good support and praise.

Children are confident in their play and learning; they concentrate well and persist for extended periods of time at activities. They are well-behaved and are beginning to show care and concern for others. Children show good interest in their environment and the world around them. For example, they know and can name many animals and look at worms in the garden. They explore well, using a variety of materials such as sand and water, and use magnifying glasses to look at the fish. They talk about their own families and are developing a strong understanding of the local community and other cultures and beliefs, through the use of interesting resources, visitors to the setting and well-planned activities. Children are developing good self-care skills. For example, they learn to put on their own wellington boots, wash their hands and pour their own drinks. They are developing a secure knowledge of health and bodily awareness, for example, they understand why they need to wash their hands before eating and know the effects of exercise on their bodies.

Children are developing good communication skills. They show confidence in speaking to others, ask simple questions and talk about what they are doing. Children are developing a sense of time, as they talk about what they would like to do when they grow up and begin to learn the

days of the week, months of the year and features of the weather. They are developing good writing skills. Most hold pencils correctly as they make good use of the mark making area. Children form recognisable marks and letters, and they have good opportunities to recognise their own names. They are becoming aware of the initial letter sounds in words, as they link sounds to letters in everyday activities. Children have good access to fiction and non-fiction books; they handle them well and can retell familiar stories. They listen well to stories both informally and in large groups.

Children are developing a good understanding of number; they count reliably beyond ten and are beginning to recognise some numerals. They have good opportunities to use problem solving and calculating in everyday routines and activities. For example, they count up to ten when playing hide and seek, and work out how many are left when singing 'number' rhymes. Children recognise and name shapes confidently; they understand and are using size language well. Children have regular access to programmable resources.

Children are developing a good sense of space. They show good control as they skilfully manoeuvre wheeled toys around obstacles in the garden and as they sit together for circle and story times. They handle tools and equipment well and develop good levels of hand-to-eye co-ordination, for example, as they successfully thread ribbon through their medals for sports day and cut well with scissors. They throw, catch and kick balls well and successfully throw balls into the goal net.

Children recognise and can name many colours and mix them to create other colours. They access and use well a range of creative resources and use their imagination well in role play. Children construct with a purpose in mind and build three-dimensional structures confidently, using a variety of materials independently. For example, they follow plans when playing with construction blocks and make vehicles from junk boxes. They use their senses to explore a variety of materials, for example, as they plant herbs in the sensory area of the garden. Children join in and enjoy familiar songs and rhymes.

### **Helping children make a positive contribution**

The provision is good.

Children are warmly welcomed and staff ensure resources are readily available. Planned activities are undertaken that positively represent the local and wider community. For example, children learn about Chinese New Year and have tried tasting Indian foods. They have also visited a local farm and received visitors from the local community into the setting. Positive links have been established with the school in order to ease the transition process for children. A good range of resources is available reflecting other cultures and races. This helps increase children's awareness of diversity and to develop a positive attitude to others. There is a key worker system in place and staff's understanding of each child's needs is used well to encourage a sense of security and belonging. There is a clear special needs statement in place and there is an identified special needs co-ordinator who has received relevant training. Children with disabilities are integrated well and all children are included in activities.

Children are well-behaved and polite in response to the expectations of staff. They are encouraged to use 'please' and 'thank you', help with tidying up, take turns and are beginning to show care and concern for others. Children's understanding of right and wrong is increased through the good example set and gentle reminders they receive from staff. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the two-way verbal sharing of information about their needs and daily routines. Parents are happy with the care their children receive. Information is displayed on a noticeboard; they receive a nursery brochure, regular newsletters, a written report about their child's progress and have opportunities to help at the sessions on a rota. They also are invited to attend training sessions with staff, for example, they were invited to attend recent first aid training held in the pre-school. Parents receive some information about learning through play, however, they do not receive specific written information about the curriculum. They are encouraged to continue their child's learning at home.

## **Organisation**

The organisation is good.

Space is laid out to support play opportunities for children, which contributes to them being happy and settled. Children move around confidently and independently. They initiate their own play and learning well as they move freely between the activity areas. Adult-to-child ratios are met effectively and there is a key worker system in place. Staff are clear about their roles and responsibilities and work well together as a team. All staff are appropriately vetted and there are clear induction procedures in place. However, the setting has yet to develop a fully robust system for the recruitment of any new staff, required in order to fully safeguard children.

Required documents are well-organised, readily available and stored confidentially. The detailed policies and procedures in place are shared with staff and parents to appropriately promote the welfare, care and learning of the children. However, the procedures within the lost child policy do not fully protect children's welfare. There are effective systems in place for the sharing of information with parents about the service and their child's activities.

Leadership and management of the nursery education are good and promote the children's learning. All of the permanent staff have early years qualifications. Staff meetings are held weekly and the committee undertakes regular appraisals with staff; this enables them to identify the strengths and weaknesses of the provision. Staff are encouraged to attend relevant training. The knowledge gained by staff is used to further support children's care and welfare. All staff have a good knowledge of the Foundation Stage curriculum and of how children learn and are keen to keep on developing the provision. Consequently, children's progress towards the early learning goals is good.

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

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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 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 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):

- further develop the recording of accidents to make sure the records always contain sufficient information
- further develop the recruitment and vetting procedures to ensure they are fully robust.

#### **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 written information for parents so that they receive information about the curriculum.

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](http://www.ofsted.gov.uk)