



Flying Start Pre-School Playgroup and Out of School Club

Inspection report for early years provision

Unique Reference Number	EY231853
Inspection date	08 July 2005
Inspector	Jane Pamela Berry
Setting Address	Romiley Primary School, Sandy Lane, Romiley, SK6 4NE
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Registered person	Network Nurseries Ltd.
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 satisfactory. 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?

Flying Start pre-school and out of school club are owned by Network Nurseries, a company responsible for sixteen other facilities across the region. The provision is held in a mobile classroom in the grounds of Romiley Primary School and has been registered since 2002.

The children have access to two adjoining classrooms within the mobile unit. The children also have use of the school hall and additional toilets within the main school

building. An enclosed play area and a school playing field are used for outdoor activities.

The provision is registered for 40 children from 2 to 8 years, of whom 24 children may be under 5 years. The provision runs from 8.00 to 18.00 during term time only. Arrangements outside of the normal hours are available by prior agreement. The group does not offer a collection service from other schools. There are currently 60 children on roll altogether. There are 26 children attending the pre-school facility, of whom 22 are funded 3 and 4 year olds.

The staff are mostly qualified. There are currently eight staff employed to work directly with children at the setting.

The nursery have established links with the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All children are cared for in a hygienic environment that promotes their welfare. Effective exclusion policies ensure that the risk of infection is minimised. Children learn about health through activities that raise their awareness about their bodies, such as exercising frequently. The children in the pre-school learn about healthy eating from their experiences such as sampling Chinese noodles and exotic fruits. Children in the pre-school enjoy healthy snacks; however this is not consistently followed through in the out of school club. All children have access to drinking water.

Activities that teach children about self care and personal hygiene are promoted well in the pre-school, such as the children going to the toilet independently and washing their hands afterwards. This is not consistently followed in the out of school club, for example where the children are not encouraged to wash their hands before handling food.

All children enjoy good access to the outdoors enabling them to exercise their large muscles on a frequent basis. The pre-school children enjoy good quality activities that include team games, working with a parachute and climbing, riding and balancing as part of their nursery experiences. The needs of younger children are accommodated, with due consideration to their health and well-being. Older children enjoy a range of sports, thus promoting their health, fitness, and personal interests. This provides children with age appropriate challenges and an interesting curriculum that is based on fun and enjoyment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have ample space and the environment is organised very effectively, thus meeting the needs of all the children. Equipment is well maintained and frequent

safety checks are undertaken, to ensure children's safety. There is a varied range of high quality furniture, toys and equipment thus meeting the all of the children's individual care needs.

Young children benefit from the high levels of supervision in the setting. They are learning about safety through an environment which is suitably controlled and activities that involve using the equipment safely, for example handling tools such as scissors independently and participating in games involving running under a parachute. They keep themselves safe through activities that teach them to remain a safe distance from potential dangers, such as ponds. The children understand the need to protect themselves from harm, such as lining up and making their way to the main building in an orderly manner. Fire practices are conducted on a frequent basis and children are familiar with the routines and expectations. Risk assessments assist children to remain safe as they work and play in the setting.

The collection policy however is not followed consistently by all staff in the out of school club and safety issues are insufficiently promoted through activities with the older children attending the provision. Staff are aware of their responsibilities to protect children and have a satisfactory awareness of child protection; however the policy needs to be extended to provide a clearer procedure for allegations against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well on arrival and participate in circle time. They concentrate well from a young age and are keen to participate in activities. The effective settling in procedures enable children to familiarise themselves with the adult carers, the other children and the routines. All children are happy and secure in the setting. Staff are beginning to embrace the Birth to three matters framework by accessing relevant training and the provision of care is sound.

Children play confidently selecting activities of their choice with a good variety of opportunities readily available to them. This assists children to develop their self-help and decision making skills and promotes their personal independence. Younger children prefer to remain close to staff who offer support and assistance to encourage them to integrate with their peers. Children are learning about different lifestyles, they have access to resources that increase their understanding of the needs of others. Children enjoy good relationships with adults and their peers and friendships are developing.

All of the children enjoy good access to a wide range of resources, such as information technology and crafts that promote their natural creativity, for example they have painted their own flowers and the children's own representations of their families are displayed. This gives the children a sense of achievement and promotes their self worth. In the out of school children are developing a sense of community through art activities. The children are very complimentary about the services they receive and describe many positive experiences and occupations whilst being a part of the group.

Nursery Education

The quality of teaching and learning is good. Children are confident and are very willing trying new and different tasks. Children respond eagerly to the expectations placed on them. They listen well and are enthusiastic learners, working independently and in a large group. They enjoy writing for a purpose, for example writing and placing their messages to their friends in the post box. Children use descriptive language well, when talking about their holidays at circle time. They enjoy stories and identifying letters in the alphabet. The more able children are able to write their names, however this is not promoted consistently across the staff team. Children's spatial awareness is actively promoted through games involving children moving under, over and around objects. They use mathematical language as they play in the sand and the water exploring concepts of full and empty. They match and sort materials according to different attributes and are counting effectively to 10 and above. Children have good opportunities to weigh and measure, as they bake and grow sunflower seeds.

Children's knowledge of the world is enhanced through opportunities to explore the environment both indoors and outside, for example recycling natural materials, celebrating festivals and exploring pond life. Children however have limited access to activities that extend their knowledge of the local community. They have many very good opportunities to express themselves through artwork and creativity, for example singing songs, dancing and listening to music. They enjoy using percussion instruments to make their own rhythmic sounds. Children's detailed representations of their families and friends are displayed around the environment, showing their efforts are appreciated and valued.

The children are making good progress with their learning in all aspects of the curriculum, as the provision is strong. The quality of teaching and learning is good. The children's progress towards the early learning goals is promoted in all aspects of the curriculum. Children are having fun and enjoy attending the provision. There are many enjoyable activities where the children experience sensory, creative and imaginative play opportunities. The children's natural desire to learn is promoted through independent access to a wide range of materials that support and enhance their all round development. Staff deploy themselves well and are very caring and considerate, assisting and encouraging the children to try different experiences. The level of challenge sustains the children's interest as they work at different levels on self chosen tasks.

Staff are knowledgeable and experienced working with children and interactions with children are good. Children benefit from skilful questioning from key staff during play. The staff observe and record children's progress however the information is not used consistently to inform the curriculum planning.

Helping children make a positive contribution

The provision is good.

Children behave very well in the setting and they are encouraged and supported to be successful by the staff. The children are well motivated and have good

relationships with adults and their peers. Children are confident and settled. They are developing concepts about 'right and wrong' and accepted codes of behaviour as they play with their friends. The children in the out of school are developing an interest in sports, for example football, cricket and skipping games are played frequently by all children, regardless of their gender. This assists the children to form non stereotyped attitudes and encourages participation and self-fulfilment in activities. The children's spiritual, moral, social and cultural development is fostered appropriately.

Children with additional needs attend the provision and their needs are accommodated, although communication with other agencies is limited. The staff follow programmes from outside agencies but are rarely invited to contribute to the assessments on the children identified. Training needs have been identified for some individuals on the team in order to support the children more effectively, for example through individual education plans.

Partnership with parents and carers is good. Relationships are effectively promoted through the settling in routines and ongoing communication with children's parents. Written information is available to parents on procedures and reports are made available at the year end on children's developmental progress. Parents receive good information on the care their children receive, however meetings with parents to discuss their child's progress through the stepping stones are not held regularly enough.

Organisation

The organisation is satisfactory.

The care overall is satisfactory. Children benefit from good staffing levels enabling a highly supportive environment. The resources and the environment are well maintained, thus supporting children's developmental progress. Records are well maintained throughout the provision. Policies are satisfactorily in place, although further work on the child protection policy and the implementation of the collection policy is identified. At the time of the inspection the manager in the out of school did not hold the required qualification, however the staffing arrangements in the pre-school are effectively in place. The action plan was therefore ongoing from the previous inspection visit. This was in the process of being addressed resulting in the overall outcome being satisfactory.

Leadership and management in the pre-school is good. This effectively contributes to the development of quality services being provided to the children and their families. The pre-school team is relatively new and is working well as the staff are gain confidence in working as a team. The high ratio of staff to children enables the care provided to positively enhance children's well being. Children's needs are established through the systems that are currently in place to record and share information with parents. Records are well maintained and are updated on a frequent basis, ensuring easy and safe access, and taking account of confidentiality issues. Activities are well planned and detailed observations are recorded. The use of monitoring and evaluation however is not used to maximum effect, for example the observations on

children are currently underutilised to inform the planning of future activities. The educational provision overall is good and supports children to develop positive attitudes to learning. Staff access training and development opportunities on a rolling programme. The provision meets the overall needs of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to develop the staff's knowledge and understanding of child protection issues, to provide an incident record book and ensure all documentation is fully completed. The provider was also asked to organise the storage to ensure that the available floor space is used effectively.

All of the above has been satisfactorily addressed ensuring an effective safe environment is provided for the children.

Complaints since the last inspection

There are no complaints to report.

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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 the qualification requirements are suitably maintained
- ensure staff have due regard to policies and procedures that maintain children's safety and welfare
- establish more effective liaison with parents and other agencies ensuring that children are appropriately supported.

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 build on the established good practice by further developing the skills of all staff to enable them to utilise the observations conducted on children, to inform the planning of future activities, thus ensuring that they are based on the next steps for children's learning and provide sufficient challenges
- develop systems to ensure that individual education plans are effectively in place.

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