

# Shenley Fields Pre - School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY236648
<b>Inspection date</b>	31 January 2008
<b>Inspector</b>	Adelaide Griffith
<b>Setting Address</b>	Far Wood Road, Birmingham, West Midlands, B31 1BS
<b>Telephone number</b>	0121 6753703
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<b>Registered person</b>	Shenley Fields Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Shenley Fields Pre-school was registered in 2002. The nursery operates from one main L-shaped room, within the school complex in a purpose built building. A maximum of 24 children may attend the setting at any one time. The setting is open from 08:00 to 18:00 for pre-school children and an after school club. All children share access to a secure enclosed outdoor play area.

There are currently 51 children aged from 13 months to under four years on roll in the pre-school. Of these, 15 receive funding for early education. There are 21 children on roll in the after school club. Children come mainly from the local community and attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs nine members of staff all of whom hold appropriate early years qualifications. The setting receives support from the centre teacher.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are clearly learning personal hygiene as part of the daily routine and they wash their hands in relation to activities. They are effectively protected against infection. For example, the premises are maintained in a clean condition and staff who prepare snacks hold current basic food hygiene qualifications. Children's good health is competently promoted due to detailed policies and procedures. Parental permission is obtained for seeking emergency medical treatment and the accident record is signed. Staff hold current first aid qualifications and first aid boxes are accessible.

Children are gaining a precise understanding of healthy eating due to the serving of freshly-cooked, balanced meals. Children are encouraged to try new fruits such as mangoes for snack. A wide selection of healthy options including toast is available for children in the after school provision. Children's individual dietary requirements are met and water is accessible throughout the day.

Children are learning about healthy lifestyles due to physical exercise. Younger children have access to a wide range of resources including pushchairs which help to promote their large muscle skills. Slides are available to encourage climbing skills and children are effectively gaining balancing skills through kicking large balls. Children in the after school club access an outdoor play area which is well resourced. Their large muscle skills are effectively promoted through climbing frames, an obstacle course, swings and beams.

Children receiving early education run around freely in the available space. They are effectively developing skills in pushing and pulling through play with wheelbarrows. Children have access to tunnels through which they crawl and they maintain balance well whilst stepping from one log to another. Some hop confidently through hoops on one foot or both feet. All children benefit from quiet periods. They participate in restful activities or sit quietly. Younger children sleep according to their established pattern.

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

The provision is good.

Children are cared for in welcoming environment which is cheerful due to displays of their work. The premises are maintained at an adequate temperature. Owing to the arrangement of furniture and versatile storage facilities children move around freely in the setting. Outdoor children play safely due to locked gates and secured large play equipment. Children access toilets that are free from potential hazard. Furniture is checked daily. Toys chosen are age appropriate, cleaned frequently and damaged items are discarded. Consequently, children access toys which are maintained in a good state of repair.

Children are effectively protected due to a broad range of measures such as radiators which are maintained at a controlled temperature. However, trailing leads are not secured and this may compromise children's safety. Staff carry out daily checks to ensure that rooms are safe before children's arrival. Their security is competently ensured due to controlled entry to the premises and children are supervised constantly during activities. All fire precautions are taken and there are frequent fire drills. This means that children are learning to leave the building in the event of an emergency.

Children's welfare is substantially promoted due to staff's knowledge and understanding of child protection issues. They are clearly informed about procedures for reporting and recording concerns. Also, they are confident about procedures relating to allegations against staff and supporting documentation is available.

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

The provision is good.

Staff plan a wide range of activities in line with the 'Birth to three matters' framework. Frequent observations are carried out and information gained is used to plan for the next step in development. Assessments record children's progress systematically. Babies are consistently encouraged to engage in a broad range of stimulating activities. Their creative skills are developing through finger painting. An interesting selection of books is provided for interactive reading and the different textures of these books promote sensory development effectively. Children have unhindered access to resources such as puzzles that are set out to develop fine-motor skills. Children's self-esteem is consistently raised due to praise as they attempt to complete activities.

Children in the after school club have access to a broad range of resources. Children play with others and they are clearly learning to negotiate taking turns. Children are forming relationships with peers and adults. A good selection of books is available for all age groups and children have access to a wide range of table top games. Additionally, they engage in creative activities due to the provision of interesting resources such as paints and arts and craft materials. Children benefit from a variety of play opportunities.

The quality of teaching and learning is good. Staff have clear understanding of the Foundation Stage and this is reflected in the planning. They carry out frequent observations of children's development and information gained is used for the next step in learning including adaptations to meet children's needs. Challenges are included for children according to their ability. For example, during outside play some children pour water through large pipes and note the flow compared to the passage of balls through smaller pipes. Staff have current experience of working with children with learning difficulties and/or disabilities. Specific strategies to promote children's language skills are included in activities. Consequently, children's additional needs are sensitively addressed in order to promote their learning. Equally, staff have implemented effective strategies to develop the communication skills of children who speak English as additional language. They have produced illustrated books to help children to express themselves. This means that children are well supported and they are comfortable in the setting.

Staff use a variety of methods to help children learn. They talk and listen constantly and children's language for thinking is effectively promoted through questions which encourage the expression of their opinions. Staff build trusting relationships with children who are confident to request assistance during activities. Children are effectively encouraged to learn within several contexts, for example, during outside play children engage in making marks on the path. Children's sense of community is promoted as they talk to staff about their home experiences, for instance whilst digging for worms. They have opportunities to explore with natural materials including pebbles and logs.

Children confidently use information technology programmes to produce paintings and, with adult support, succeed in selecting icons correctly. Children's sense of time is effectively promoted at the end of planned activities as they recap on what they have done or enjoyed. Their self-esteem is competently raised as they take turns at telling the story whilst others

listen. Children confidently count up to ten with adults, and older children repeat this unaided. Children are learning to express creative skills through painting pictures. At the end of sessions children join in with singing simple songs and nursery rhymes.

Children's good behaviour is encouraged due to constant praise and staff model acceptable interaction by speaking calmly at all times. Children are developing caring attitudes through reminders not to push others out of the way and they apologise when asked. Similarly, they are gaining an understanding about self-discipline when awaiting their turn to access some resources. Children are clearly learning the boundaries of behaviour.

Staff work directly with children most of the time and are often guided by children's preferences. For example, during story time staff read books chosen by the children. They provide an environment that is organised to help children to be independent. For instance, individual trays for children's work is at an accessible level. However, at meal times children are not always encouraged to make choices according to their preferences. Furthermore, they are not encouraged to serve themselves when possible. This means that self-help skills are not consistently promoted as part of the daily routine.

Staff make effective use of the accommodation to promote children's learning. Indoors the room is cheerful due to several displays which include a vast collection of photographs of children and these are labelled with their names. Consequently, all children have a sense of belonging. The outside play area is stimulating due to imaginative sections. For instance, a digging area is enclosed by large logs and a leafy willow tunnel is used during summer for group games. Additional items such as pipes and crates are at children's level to promote exploratory play. Consequently, children's learning is enhanced in this environment and they are making substantial progress towards the early learning goals.

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

The provision is good.

Children are valued and their individual needs are met through care routines agreed with parents. Children are clearly learning about other cultures through activities and the provision of a wide selection of resources including cooking utensils. Children's awareness of the environment is effectively raised due to opportunities to participate in planting vegetables and they gain a precise understanding of the wider community through outings to different venues. Staff have experience of caring for children with learning difficulties and/or disabilities. They understand the importance of discussing children's additional needs with parents. They liaise with external agencies for guidance and support. This ensures that children's additional needs are met competently.

Children are well behaved due to positive strategies used by staff. They interact consistently and give reasons for requests. For example, why they should avoid stepping in front of their peers. Children are encouraged to take turns during activities and they contribute by participating in tidying away. Children's spiritual, moral, social and cultural development is fostered.

There is a well-established relationship with parents based on the friendly, supportive attitude of staff. A settling-in period is agreed to meet the individual needs of children and families. Parents are provided with a handbook which includes information about the nursery and abridged copies of policies. Parents' boards are available to provide information for all age groups including the after school club. There is an effective procedure for the collection of

children in the event of emergencies, for example, a password is agreed. Consequently, children's welfare is maintained.

The partnership with parents and carers of funded children is good. All parents are provided with written information about the curriculum. Entry profiles are completed to indicate children's developmental stage. On a daily basis information is shared with parents about their child's activities and feedback in relation to their progress is provided formally. Parents are asked to make a contribution to their child's learning by supplying items that linked to the activities. Children's learning benefits from the partnership with parents.

## **Organisation**

The organisation is good.

Children are competently protected due to the suitability procedures which ensure that all staff are vetted. Most staff have worked in the setting for a considerable period and this provides continuity of care. There is good organisation for the care of children. New staff undergo an induction programme which includes mandatory components such as health and safety. All staff devise a professional development plan which is used to indicate areas for training. This means that children's care benefits from up-to-date knowledge. There is a high adult to child ratio and staff are effectively deployed to work with children in small groups. Consequently, children build up relationships and they feel secure in the setting. External personnel are invited in to work with children. For instance, the community artist visits weekly. This means that children's development is significantly enhanced by specialist input.

All required documentation is available. Children's records are stored securely and updated frequently. Staff are clearly informed about procedures regarding the retention of records and for notifying Ofsted about significant changes or events. Records, policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children, are maintained.

The leadership and management of funded children is good. The manager has a vision to ensure that all children's self-esteem is raised considerably in order to support the forming of relationships. Staff have clear responsibility for developing children's learning and to use a consistent approach in their interaction at all times. Good practice is modelled to help staff, and workshops are organised to broaden their knowledge. Additionally, the centre teacher gives guidance on observations and assessments. Staff demonstrate a clear capacity for improvement. For instance, key issues from the previous inspections are addressed. This means that children's learning is supported by staff who are responsive to their needs.

The strengths of the setting includes a committed team with a welcoming attitude. There is a free-flow system in place to encourage movement between the room and the outside play area. Consequently, children's learning is effectively promoted in a variety of situations. Strong leadership and management supports children in their progress towards the early learning goals. Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to ensure that staff are aware of specific procedures in the child protection policy. Staff are now well informed about procedures and this means that children are effectively safeguarded. Improvements were requested with regard to suitable furniture and resources. There is now sufficient furniture and a variety of resources to meet

the needs of all children. Improvements have been made with regard to the versatile use of the storage facilities and this allows children to move around freely. Improvements relating to waiting times of children, during toileting and snack times have been addressed and children now access toilets when they wish and in small groups according to the routine.

At the last inspection the provider was also asked to increase opportunities for children to write and recognise their names and for problem solving and access to the computer. Children are learning to write for different purposes according to their developmental stage. Problem-solving is included in activities and children have unhindered access to information technology.

### **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.

## **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):

- improve procedures to minimise hazards by ensuring that trailing leads are out of the reach of children.

#### **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):

- provide opportunities to promote children's independence consistently through daily routines.

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)