

Racketts Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	227182
Inspection date	01 October 2007
Inspector	Bernadina Lavery
Setting Address	E.A.L.T.S, 14A Westbourne Road, Edgbaston, Birmingham, West Midlands, B15 3TR
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Registered person	Susan Davis
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 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?

Racketts Pre-school Nursery opened in 1990 and is situated in the club house of Edgbaston Archery and Lawn Tennis Club (E.A.L.T.S). It operates from two rooms, practitioners and parents have access to a third room. The pre-school nursery is open Monday to Friday 09:15 -15:00, term time only. All the children share access to a secure outside play area. The pre-school has its own entrance into the Botanical Gardens children's play area.

There are currently 59 children from two to five years on roll. This includes 28 funded three and four year olds. Children come from the local area and the setting can support children with learning difficulties and/or disabilities and English as an additional language.

There are 11 practitioners, most of whom have appropriate early years qualifications. The setting has achieved the Bronze, Silver and Gold Awards from the Early Years Quality Framework.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is promoted within the setting because they actively contribute to the development of their care routines. For example, they understand the importance of hand washing before snacks and after using the toilet to get rid of germs. Practitioners reinforce this learning by adopting excellent hygiene practice. For example, using anti-bacterial spray to clean tables ready for snacks and ensuring nappies are disposed of hygienically. Children are effectively treated in the event of an accident or emergency as practitioners are qualified in administering first aid. Detailed procedures are in place, including an accident book that is signed by parents as required.

Children are learning about the benefits of a healthy diet as they are provided with healthy and nutritious snacks, including apples & raisins. They demonstrate an excellent understanding in healthy eating as take part in discussions at lunchtime about avoiding foods with high salt or fat content. They have access to drinking water in the form of a water machine, ensuring they can help themselves to a drink whenever they need one.

Children relish their time at the setting and clearly enjoy the benefits of fresh air and exercise. Outdoor activities provide high levels of challenge as they have access to delightful surroundings, including tennis courts and the 'Botanical Gardens'. They refine and practise a variety of skills whilst playing outdoors, including balance, climbing and jumping. They take part in action songs that involve moving and pointing to parts of their body. For example, whilst singing, they demonstrate they know where their knees are as they put their hands on them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, well-maintained environment where their safety is prioritised by practitioners. Risk assessments and daily checks are completed and updated regularly. Practitioners are vigilant and access to the premises is monitored. All visitors are required to show their identification and sign in. However, the side entrance to the setting is usually kept open as access is required for other users of the tennis club and this poses a security issue to the nursery. Also, outside on the terrace area, there is a gap between the fence and the wall which is potentially hazardous to children. Practitioners are alert to these hazards and have a good understanding of how to help children effectively organise their environment and be alert to risks.

Children learn to keep themselves safe as they take part in regular fire drills, evacuating the building quickly and efficiently. Also, they reminded to sit down on the chairs at snack time. This helps children begin to take responsibility for themselves and others. Children independently select activities from a wide range of safe and good quality toys and equipment. These are checked and cleaned regularly which helps to create a stimulating learning environment for children.

Children's welfare is safeguarded as practitioners attend regular training, ensuring they are familiar with signs of abuse and neglect. Detailed policies and procedures are in place and information posters are displayed for parents outlining the reporting procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children settle well into this lively, vibrant setting. They move freely between activities and enjoy the opportunity to play indoors or outside, enjoying the benefits of freedom of choice, fresh air and exercise. They are extremely confident and self-assured and enjoy lively conversations with each other and practitioners. For example, at snack time they talk to their friends about the contents of their lunch boxes and what their favourite foods are.

Younger children settle quickly helped by experienced, skilful practitioners. For example, they remind children that their parents will be back soon, suggest they get a tissue to dry their eyes and then engage them in an activity. Children soon become fully involved and engrossed in the exciting range of activities. The introduction of 'concept time' gives children opportunities to work in a group to focus on topics. For example, they enthusiastically compare the size of each others shoes, looking at who has the biggest and smallest and predicting if their shoes will fit an adult. They demonstrate a lively sense of humour and excellent vocabulary whilst talking about each other's shoes.

Nursery education

The quality of teaching and learning is good. This ensures that children make good progress towards the early learning goals. Practitioners have a good knowledge of the Foundation Stage and use a range of teaching methods to help children learn and make progress. Practitioners are enthusiastic in their teaching, engage with children at their level and develop meaningful relationships with them. Children's behaviour is excellent reflecting their understanding of the expectations of them and their secure, trusting relationship with practitioners.

Planning is detailed and covers a broad and balanced range of activities and experiences across the six areas of learning. Good use is made of space and resources in delivering the curriculum. Children's requests for activities are listened to and spontaneous activities emerge, for example, accommodating children's requests to practise their cutting skills. Planning is structured so that it is suited to the needs of all children and reflects the community the children come from and the wider world. Assessment is used to guide future planning, identify children's achievements and any learning difficulties they may have. With the introduction of the new Early Years Foundation Stage (EYFS), planning and assessment systems have changed and practitioners are in the process of consolidating these changes into their practice.

Children enjoy stimulating conversations with each other and talk about their home lives. For example, they refer to family pets eating newspapers and tissues and where they have been on their most recent holidays, demonstrating good clarity of speech. Children use marks and letter shapes as part of their every day play. For example, they use sand paper letters to trace shapes of letters and attempt to write their names on the front of their nursery passport with many letters correctly formed. Children show good awareness in numbers and counting. They count numbers in the correct order and recognise the number of chairs needed for each child at snack time. They make logical deductions, such as identifying they need one more chair, demonstrating early calculation skills. Children are developing the skills of focussed observation. They go into the botanical gardens to look at the leaves changing colour. They comment on and compare different types of leaves, such as holly and oak leaves. They show good awareness of technology and use a computer with skill and confidence, responding to the instructions and moving through different aspects of the program. Children develop physical control of their bodies through a range of stimulating activities. For example, they enthusiastically

participate in a parachute game and squeal as they run under it. They can go around it, moving in one direction and then the other. They use scissors with skill as they cut along and around shapes and collect up their snippets to take home in an envelope. Children's creativity is valued and they use a variety of different resources, such as paint, crayons, glue and material to make pictures. They enjoy music and spontaneously sing songs from memory whilst playing in the home corner.

Helping children make a positive contribution

The provision is outstanding.

Children are valued and respected as individuals who receive excellent care according to their needs. They are learning excellent social skills as they are gently reminded to say 'please' and 'thank you' and are praised accordingly. Children with learning difficulties and/or disabilities are cherished and supported through an excellent partnership between practitioners, parents and external agencies to meet each child's individual needs. They are beginning to value and recognise similarities and differences within society through diverse resources and innovative planning by practitioners. Parental involvement in this process is highly valued. They are asked which festivals are special to them and are welcomed into the setting to talk to children about their special day and share food. Children's spiritual, moral, social and cultural learning is fostered.

Children's behaviour is excellent and consistently of a high standard. They understand the rules of the group. For example, they tuck their chairs under the table when they finish an activity. They share and take turns whilst playing with resources, such as a doll's house and play dough. They are encouraged to apologise to each other after disagreements. This helps them learn to take responsibility for their own behaviour. Practitioners act as outstanding role models. They demonstrate genuine interest and affection whilst talking and interacting with children.

Partnership with parents and carers is outstanding. Children benefit from this superb partnership because their achievements and daily routines are discussed regularly. Daily feedback slips to parents include relevant information relating to how children have been at the setting. During the settling-in period, practitioners contact parents to reassure them that their children have settled well. This helps to contribute to children's overall well-being. Further consultation takes place in the form of a drinks party, which children take responsibility for, serving squash and biscuits. Here, parents and carers meet with children's key workers and look at children's folders containing their work. Parents readily share their skills and expertise for the benefit of the children. They are invited into the setting to demonstrate their talents. Previous demonstrations included musicians, both classical and contemporary, doctors, nurses and museum curators.

Organisation

The organisation is outstanding.

Children relish their time at this lively, vibrant setting. They have an excellent attitude to learning and are happy, settled and clearly enjoy participating in the exciting range of activities on offer. They benefit from the delightful location as full use is made of the facilities, including the 'Botanical Gardens'.

Practitioners work extremely well together as a team, demonstrating skill, flexibility and expertise to provide activities and experiences that are exceptionally well matched to children's needs and interests. All required documentation, which contributes to the children's health, safety and well-being is in place and regularly reviewed. Recruitment and vetting procedures are

robust and ensure children are cared for by practitioners with excellent knowledge and understanding of child development.

The quality of leadership and management is outstanding. The management team are motivated, focussed and determined in striving for quality care and education. All practitioners demonstrate high levels of motivation and commitment and work cohesively as a team with strong, focussed leadership. They are pro-active in anticipating the implementation of the EYFS and have changed their planning and assessment procedures as part of their own evaluation of the curriculum delivery to identify strengths and areas for improvement.

All practitioners are encouraged and supported in undertaking ongoing training, helping to offer a professional service to all children. This demonstrates the commitment and effectiveness of the leadership team in striving to promote an inclusive environment in which every child matters. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the provider was asked to, conduct regular risk assessments to identify actions to be taken to minimize identified risks, ensure fire procedures are displayed and fire exits are clear, ensure that resources and activities are available that acknowledge and value children's differences, ensure the premises are secure and that unauthorised adults do not have access to the children and increase opportunities for children to develop their self help skills through daily routines. All documentation relating to health and safety has been reviewed and updated in accordance with the National Standards and relevant guidance. New resources have been purchased that reflect positive images and routines reviewed so as to further develop children's, independence skills. The implementation of these recommendations ensures children's safety and well-being is promoted. Security of the building has been improved however, the open side entrance poses a security hazard to the nursery and this has been carried forward as a recommendation from this inspection.

At the last nursery education inspection the provider was asked to evaluate planning, teaching methods and children's developmental assessments to ensure information gained is used to help staff plan for the next steps of learning for all children particularly in personal, social and emotional development, communication, language and literacy and mathematical development and to increase the opportunities for all children to further develop and maximise their personal independence and problem solving through daily routines. All planning and assessment systems have been reviewed and updated to incorporate the new EYFS guidance ensuring all areas of learning receive sufficient attention and that assessments are used to help plan the next steps in children's learning.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. 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):

- ensure children can play safely outside at all times.

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):

- consolidate planning and assessments formats ensuring that all staff are clear about how to implement procedures.

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