

Yewdale Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	317628
Inspection date	04 December 2007
Inspector	Gianna Ulliyatt
Setting Address	Yewdale Community Centre, Hutton Way, Carlisle, Cumbria, CA2 7TH
Telephone number	01228 591 270
E-mail	peterb@carlisle-city.gov.uk
Registered person	The Trustees of Yewdale Community Association
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Yewdale Pre-School Nursery serves a community in the centre of Carlisle. It has been registered since 1997 and operates within the neighbourhood community centre. The nursery is registered for full day care and is open every weekday from 9.00 am to 1.00 pm. during term time only.

Children between the ages of three to four years are cared for and taught in a purpose built room with bathroom facilities. Children who are aged two to three years are taught and cared for in a large community hall which is sub-divided for different activities. Children have use of an enclosed adventure playground, which is within a few metres from the building.

There are currently 43 children attending the nursery, of these 18 children are in receipt of funded nursery provision. The nursery has procedures to support children with learning difficulties and disabilities and children who have English as an additional language.

Eight permanent members of staff work in the setting and in addition there are three full-time students. Five staff have qualifications that are at least up to NVQ level three. The nursery is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted effectively by the good standards of hygiene and cleanliness, which are maintained throughout the nursery. Staff follow procedures well, consequently children have an increasing awareness of the importance of good hygiene routines. Staff teach younger children how to use the bathroom, wash and dry their hands and keep their noses clean. Older children become increasingly independent in their personal care and only need gentle reminders. They clearly understand the reason why having clean hands is important. Tables used at mealtimes are well cleaned and disinfected before use, and toys and are washed regularly to ensure they remain in a hygienic condition to prevent the spread of infection.

Three staff members hold valid first aid certificates to enable them to take the appropriate steps should an accident occur. First aid boxes are easily accessible and their contents are checked regularly. Staff always take these on outings to protect children immediately should an accident occur. Records of accidents are kept and are signed by parents to fully safeguard children's welfare. Policies and procedures regarding the administration of medicines and dealing with sick children have the children's health and well-being at heart.

Children enjoy varied snacks, which they often help to prepare. These include fresh fruit and vegetables and a suitable drink. Fresh water is available throughout the session and children understand the importance of getting a drink for themselves whenever they feel thirsty. The nursery makes sure the wishes of parents are met in terms of each child's dietary needs. Parents provide their child's packed lunch, which is safely stored in a fridge until lunchtime. The setting encourages parents to prepare a healthy lunch for their children. Staff help children at meal times and snack times and use this special time to promote social skills and good manners.

Children's physical development and well-being are positively nurtured. Physical play is included in the daily routine for all children. Younger children's physical development is progressing well as they confidently use a wide variety of large and small equipment, such as bikes and wheeled equipment. Older children enthusiastically engage in vigorous activity. They learn to collaborate through games with the parachute and also enjoy dancing. Older children benefit from fresh air and exercise, when they go for walks in the immediate locality. Children are able to rest according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very secure and child-orientated environment where they are warmly greeted on arrival. Staff are well deployed so children play in small supported groups. Children stay safe and secure because all the entry doors are locked and have security codes. Students are always supervised and visitors checked before entry. Staff regularly carry out a risk assessment checklists of the rooms. However, they do not ensure that the hall, where children play with wheeled apparatus and smaller equipment, is cleared of potential hazards, such as furniture. They do not continue to visually risk-assess the environment during the session, for example some sockets in the television room are left unguarded. The rest area is suitably situated in a corner of the hall.

Children have access to a good range of equipment and play materials which are checked and well maintained. The organisation and layout of playrooms and resources means that children can generally move around safely. They select toys and activities independently and with ease from tables, shelves and trays which are stored at child height.

Staff follow the nursery's policies and procedures carefully to protect and preserve children's well-being. They have a clear understanding of what to do if a child is lost or not collected at the end of sessions. Fire drills are carried out regularly to make sure all children know what to do in case of an emergency. Details are logged efficiently. Children show a good awareness of everyday safety within the setting. Staff remind them to look after their toys and they encourage children to clear away sensibly at the end of the session.

Children's welfare is well promoted and safeguarded by staff. Staff have a good understanding of their role and responsibility concerning child protection to help protect children from harm. Those who attend updated training ensure that the new information is passed on to other staff members.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff plan a satisfactory range of activities with the 'Birth to three matters' framework in mind and these are appropriate for the age group and generally interest children. Activities include construction activities, playing with dough, making jigsaws, dressing up and playing with water. Staff know children well, but do not use the information well enough to make sure the activities provided challenge them and match their needs closely enough. Therefore some activities lack purpose. For example, children have limited speaking and listening skills, so the session where they watch television, without discussion, does not match their needs closely enough. Opportunities to read and talk with children in small groups in order to improve vocabulary are not planned with enough regularity. Children settle very well into the setting where they are respected as individuals. Good information is obtained from parents prior to children starting at the nursery so that staff get to know children's likes and dislikes very quickly. This helps them to develop a strong sense of self and belonging. They enjoy playing and learning alongside others in an amicable way. They approach staff confidently and are at ease throughout the session. There is a good balance between times when they make choices and times when they are directed to activities by staff. They enjoy snack time, although staff give out the food, so there are missed opportunities for children to further develop their independence.

Nursery education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals. Staff have a satisfactory understanding of teaching and learning in the Foundation Stage. The planned activities where staff work with small groups of children generally motivate them and engage their interest. Planning covers all six areas of learning, but it is not always clear what children are expected to achieve through the activities provided. This is particularly evident in the activities children choose for themselves. Staff, who are key workers, spend time observing children and making useful notes about what each individual in their group can do. However, this information is not used well enough to ensure children are challenged in their future learning. Therefore some activities are too easy and do not extend children's thinking enough.

Staff encourage early literacy skills in a number of ways for example, they draw children's attention to letters in their name. The display of packages and carrier bags shows that children recognise well-known food suppliers. Children enjoy listening to stories because staff read to them in an interesting way but, because the group is large, opportunities to interact and respond are limited. This means they do not get enough opportunities for focused discussion to improve vocabulary. Staff encourage children to make marks when, for example, they write a letter to Santa Claus, but they do not make sure children hold writing implements correctly. Staff give good attention to early mathematical development and children learn to recognise and name numbers in the correct sequence. They develop mathematical language and some know shapes by name and know whether buildings they construct are tall or short. They learn about the world immediately around the nursery when they go out for walks and displays show photographs of important local buildings. Management have been successful in acquiring a grant to buy computers and appropriate software. Children have opportunities to express themselves creatively through a variety of activities and media, such as paint, sand, water and dough. Children enjoy making models and playing in role. They enjoy singing, dancing and making music.

Helping children make a positive contribution

The provision is good.

Staff have a good understanding of the need to promote equality of opportunity and the policy gives them good guidance. They know how to support those who speak English as an additional language to ensure their needs are met. They acknowledge and value each child as an individual and, with parental support, they find out about each child's specific needs. All children have access to activities during the sessions. Children are beginning to appreciate differences between individuals because staff use a good selection of resources and learning experiences to help raise children's awareness of diversity. For example, staff plan activities linked to a variety of cultural events, including Diwali, Chinese New Year, Pancake Day, and St Andrew's Day.

The nursery has staff who are trained and know the requirements of the Special Educational Needs Code of Practice to ensure the needs of these children are met. Observations of all children are regular and should staff be concerned about any child, they know to inform the parent and where to obtain initial help and specialist advice.

Children behave very well because staff have a consistent approach and high, but realistic expectations of behaviour. The praise and support children receive ensure that children feel good about themselves. They have a good understanding of right and wrong because staff explain this clearly to them. They interact very well with others. This is shown in their willingness to share toys and take turns. The setting fosters children's spiritual, moral, social and cultural development. Children show an emerging understanding of the local community when they go out for walks. They also help to care for their nursery as they tidy away at the end of the session. Their understanding about the wider and diverse world is enhanced through planned activities.

The partnership with parents and carers is good. Good communication strategies include encouraging parents to linger each morning and ensure their child settles well. This gives staff, parents and carers a good opportunity to discuss events that are relevant to the child's care and education. Parents receive good quality written information about the setting, the policies and procedures and other child related matters. The regular newsletters keep parents and carers up to date with topical information. The nursery ensures that parents can support learning at home by borrowing story sacks from the nursery and contributing to their child's activity book and personal development record book. The organisation of open sessions where parents and

carers share observations of their child with staff or engage in activity workshops works well. Parents and carers speak well of the nursery.

Organisation

The organisation is good.

Systems and procedures for promoting children's welfare and safety are very good. Staff organise the nursery environment resources and equipment well. Clear recruitment and selection procedures, with the support of the community committee, ensure the suitability of all staff to work in the nursery. Staff are qualified and some are working towards higher qualifications to further develop their knowledge. The nursery maintains important and useful records to ensure the setting is well managed.

Documentation is well organised to maintain the safe and efficient management of setting. They contain the correct information. Records about individual children are shared with parents and carers. All mandatory policies are in place, shared successfully with staff and included as part of the induction process.

The leadership and management of the nursery education is satisfactory. The management team, responsible for this area, have a sound understanding of their roles and responsibilities in developing children's learning and are committed to this task. They evaluate the provision in the nursery and identify areas for improvement. They make sure that activities provided interest children and lead them towards the early learning goals. They keep detailed records of children's progress. However, planning is not focused enough on making sure activities challenge children according to their different needs.

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

Improvements since the last inspection

The nursery was asked to ensure children had a quiet area to rest safely. This has been achieved and children who feel tired can rest on cosy cushions in the corner of the hall.

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 actions 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 satisfactory.

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):

- make sure that the hall where children play with wheeled apparatus and smaller equipment is cleared of furniture
- make sure all electric sockets are made safe

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):

- give more attention to helping children develop speaking and listening skills
- make sure plans have more detail about what children are expected to learn
- use the information about children's learning when planning activities for them.

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