

Newton Park Pre School

Inspection report for early years provision

Unique Reference Number	EY348505
Inspection date	21 September 2007
Inspector	Valerie Craven
Setting Address	Newton CP School, Kingsway West, CHESTER, CH2 2LA
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Registered person	Newton Park Pre-School
Type of inspection	Integrated
Type of care	Full day 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 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?

Newton Pre School Playgroup was registered in 2007 as a sessional day care provision. It is run by a voluntary management committee. The setting operate from a mobile classroom provision in the grounds of Newton CP School in Chester. It caters for children from the local area. A maximum of 24 children aged from two to five years may attend at any one time. Opening times are Monday to Friday 09.00 - 11.30 during term time only. Four members of staff are employed, all of whom have early years qualifications. The setting supports a small number of children who speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children can participate fully in activities as the premises and equipment are new and well maintained. Staff quickly respond to areas which need to be mopped and follow good routines to protect children's health. Tables are cleaned with anti-bacterial spray and food is hygienically

stored, prepared and served to promote children's well-being. Children are learning good personal hygiene through consistent routines and positive role modelling and are developing responsibility for self care as they wash hands or help themselves to tissues to blow their noses. Policies and procedures are well implemented to minimise the risk of cross infection and staff are suitably trained to deal with minor accidents. However, permission from parents is not in place to seek emergency medical treatment, which may compromise children's health in the case of an emergency.

Children have good opportunities to make choices and to develop independence as they pour their own drinks and select fruit and snacks. Snack time is a social occasion, where children sit together and make relationships. Staff ratios are good and a key worker system is implemented which enables children to settle quickly and promotes good emotional security. Children have satisfactory opportunities for physical play in the safe, enclosed outdoor area. They develop good co-ordination and gross motor skills as they use bats, balls and wheeled vehicles. Staff talk to children about their activities, helping them to understand the effect that exercise has on their bodies. However, there are few comfortable areas to rest when they are tired. Individual dietary requirements are met completely, ensuring children's well-being through good communication with parents. Healthy snacks are provided, such as fruit, toast, crackers and cheese which develop children's understanding of healthy eating. Children skilfully pour their own drinks of milk and water at snack time, and help themselves to water from the water cooler when they are thirsty, which enables children to keep themselves refreshed at all times.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, light and spacious environment. Space is organised sensibly to provide areas of play, such as messy play, construction, painting and a home corner. The environment is generally safe and secure for the children and most risks have been assessed and minimised. For example a buzzer alerts staff if the fire door is opened, to prevent children from leaving the premises. Children are able to move freely between activities and are well supervised to ensure that they are kept safe at all times. The security of the premises is good and staff are vigilant in following procedures which protect children from strangers. The outdoor area is securely fenced and has a variety of safe surfaces which minimise the risk of accidental injuries. Toys, games and equipment are in good condition, well maintained and age appropriate which means that they can be used safely by children. Many activities are accessible or are stored on open shelving, which enables children to make choices as they request the activities which they want to do. Very good staffing ratios enable staff to support the children well which positively promotes children's safety. Children develop understanding of how to keep themselves safe as they are encouraged to move with control both indoors and outdoors. Most policies and procedures to protect children are in place. However, there is no clear procedure to be followed in the case of a child not being collected and this is a breach in regulation 6.5. The setting has a named person with responsibility for child protection, however, no members of staff have attended recent training to ensure that they are fully aware of the changes in relation to the Local Safeguarding Children Boards. Children are adequately protected because staff understand their role in child protection and are aware of the appropriate procedures to follow if necessary.

Helping children achieve well and enjoy what they do

The provision is good.

The pre-school group has only a very small number of children who attend under the age of three and consequently most activities are planned to meet the needs of children in the Foundation Stage age group. Children under three access all activities with good adult support. All children are happy, engaged and demonstrate good concentration as they use construction materials and paint pictures. They take part in a good range of child-initiated and adult led activities which are planned to address all areas of learning. Children enjoy their time with the staff and are eager to participate in the variety of activities provided, such as playing with shells and water in the sand, painting or role play in the home corner.

Staff participate in children's play and quickly involve children who are unsure of what to do, which helps them to be included and develops self-confidence. Children who speak English as an additional language are very well supported as staff speak to them in their own language or use gestures, smiles and simple words to encourage children to play. Children's social skills are promoted well through involvement in group times as they sing rhymes and talk about things that they have done. At snack time children chat happily about their likes and dislikes, learn table manners and take turns as they pour their own drinks. Children are well challenged and staff have realistic expectations of children considering their age and stage of development. Children develop independence as they confidently find buckets or pirate ships to use in their play.

Nursery education

The quality of teaching and learning is good. Staff are well qualified and have a secure knowledge of the foundation stage curriculum, which they use to identify objectives for well planned activities. The learning environment is well organised to provide a good range of activities which promote all areas of learning through play. For example, objectives are identified for construction, imaginative play, table top activities, the writing area and messy play. Planned activities are evaluated and next steps are identified, however, they do not yet clearly demonstrate links between children's identified needs and future activities. Staff make regular observations of children and work closely with children in their key worker group which enables them to keep records of children's developmental progress. They are sensitive to children's interests and respond flexibly and positively to their needs. A variety of teaching styles including whole group, small group and individual support enables children to make good progress.

Children enjoy what they do and concentrate on activities, persevering until they have finished. They are happy and have fun as they use paints to make a beehive full of bees or pour water onto the sand and shells. They make good relationships with others as they play in the house and share pretend meals. Self-care and independence are well promoted as children fetch their own drinks, select toys and tend to own toileting and hand washing needs at appropriate times. Children's behaviour is good and they engage in activities, take turns and share with good adult support.

Children communicate and interact confidently with each other as they talk, negotiate, respond to stories and sing rhymes. They demonstrate good imaginative play as they look for where sharks live, pretend to be starfish and rescue people from the sandy water. They are beginning to develop reading skills as they self register, share books in small groups and find magnetic letters for their names. As they draw and paint pictures, children are encouraged to make marks and to begin to write their names. Children's mathematical thinking is encouraged as they count

at registration and snack time. They use a wide range of resources to promote their understanding of mathematics and take part in activities where they can sort, count and make patterns, although there are few opportunities to use numbers as labels on a daily basis.

Children's knowledge and understanding of the world is developing well as staff plan activities to value and recognise the diversity of the children's cultures and religions. Children develop a good sense of time as they follow set patterns of the day and routines to promote security. Construction, technological toys and junk modelling are used to promote children's understanding of the world, imagination and fine motor skills. Children develop gross motor skills, co-ordination and a sense of space in the outdoor area, as they confidently throw balls and use tricycles and scooters. They develop their creative skills as they create funny faces using construction kits, paint pictures, mix colours, sing songs and have the opportunity to use musical instruments.

Helping children make a positive contribution

The provision is good.

Staff meet children's individual needs well and make sure that they are all included and treated equally. The setting supports children from a variety of cultures and some that speak English as an additional language. A good equal opportunities policy is well implemented to promote an inclusive environment. Some children are well supported in their first language, as a member of staff speaks fluently to children in both English and Bengali. Children become familiar with diversity as they enjoy taking part in festivals, stories, celebrations, special food and clothing as part of diversity of life. They have access to resources and positive images which help them to develop a positive view of the wider world. Staff value and respect children's differences and encourage everyone to play a full part in the environment as they show their toys at large group time. Appropriate care is given to all children as the manager liaises with parents to ensure all records contain relevant information to meet the children's needs.

The setting operates a key worker system and staff know the children well. Good staffing ratios mean that children are well supported and the environment is suitable to care for children with learning difficulties or disabilities. Children's behaviour is good. Children learn about expectations and boundaries through consistent routines. Staff implement policies well and are good role models for the children, using praise positively and offering good explanations for expected behaviour. Children learn to care for things and to develop a sense of responsibility as they help to tidy away toys. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff develop open and friendly relationships with parents, who are made welcome at the pre-school. Parents are well informed about their children's care and education through regular newsletters, which encourage parents to be involved in topic work and fund raising activities. Parents are very happy with the flexible admissions procedure which helps to settle new starters. Planning, with clear objectives is made available for parents to ensure that they are aware of themes and daily activities. Parents are able to contribute to children's developmental records and are made aware of children's achievements through informal chats. Parents express their satisfaction with the pre-school and share positive comments about the staff and their children's progress.

Organisation

The organisation is satisfactory.

Staff are clear about their roles and responsibilities. They work well together and children benefit from their consistency and positive relationships. The existing manager works alongside a newly appointed manager, but the necessary checks for this position are not yet complete. All staff are well qualified and attend on-going training to further their knowledge and skills to meet children's needs. Children's play opportunities are promoted well through the effective organisation of space, time and resources which offer opportunities for both child initiated and adult led activities. However, there are no cosy areas for children to relax. A good balance of indoor and outdoor activities are provided. Staff ratios are good which means that children are well supervised and supported. All relevant documentation to promote children's safety and well-being is accessible and well maintained. Required policies and procedures are generally in place and are currently being updated.

The quality of leadership and management of the nursery education is good. The manager has a good understanding of the requirements of the Foundation Stage curriculum and takes responsibility to oversee planning and recording, to effectively meet children's individual needs. Regular team and committee meetings are held to formulate action plans and to ensure that the setting runs smoothly. The manager liaises with other users of the building to maximise play opportunities for children, such as the sharing of resources. Systems are in place to evaluate daily planning and activities and to identify areas for improvement. Staff meetings are held regularly and appraisals are undertaken twice yearly, to ensure the on-going suitability of staff and to identify training requirements. The manager is well supported by Sure Start who offer regular advice and help in implementing policies and procedures. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable as this is the first inspection.

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.

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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 that at least one member of staff has training in child protection
- revise policies and procedures to include a statement to be followed in the event of a child not being collected
- ensure that the manager completes full checks to ensure her suitability for the post
- request parental permission to seek emergency medical advice or treatment for all 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):

- further develop links between observations and planning next steps in children's learning
- further develop comfortable areas for children to rest and to share books
- further develop the use of numbers for labels and counting.

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