

## Staining & Normoss Pre-School Playgroup & Out Of School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	309489
<b>Inspection date</b>	23 November 2007
<b>Inspector</b>	Janet, Elizabeth Singleton
<b>Setting Address</b>	Mill Lane, Staining, Blackpool, Lancashire, FY3 0BL
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<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Staining & Normoss Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 inadequate – notice of action to improve. The registered person does not meet 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?

Staining and Normoss Pre-School Playgroup has been part of the community for over 30 years offering pre-school and out of school care for children of families in the villages as well as from neighbouring Poulton and Blackpool. The facility is run by a committee which continues to be well supported by parents. The pre-school operates from 09.15 until 11.45 and the out of school from 08.00 until 09.00 and from 15.30 until 18.00 each day. The out of school club also runs from 09.00 until 12.00 and 13.00 until 16.00 during school holidays. The pre-school and out of school club must not operate at the same time. The group operates within its own building and facilities are all on ground level comprising of one main playroom. There is a kitchen, bathroom, storage room and staff facilities with an outdoor play area and adjacent public park.

A maximum of 25 children may attend pre-school and a maximum of 24 children may attend the out of school care. There are currently 21 children on the register of whom eight are in receipt of funding for nursery education.

There are three staff employed and there are parents who help on a rota basis. The required ratio of qualified staff is maintained with staff who are qualified in early years.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is inadequate.

There is no staff member with a current first aid certificate. This is a breach in regulations; National Standard 7 is not met.

Children's health is generally promoted as the staff follow basic hygiene practices to prevent cross-contamination and infection. Children wash their hands before snack time and after visiting the bathroom, therefore, limiting the spread of germs. Their dietary needs are satisfactorily met as they enjoy a snack of apples and raisins, sitting together and enjoying their snack. They have milk to drink at snack time and can access a drink of water in order to assist them in monitoring their own needs for a drink.

The required records to keep children safe and to attend to their medical needs are in place and satisfactorily maintained.

Children develop their physical skills as they access the climbing equipment in the playroom, learning to control their movements as they climb and balance on the structure. They enjoy daily opportunities to play outdoors as they jump on the hopscotch and ride their bikes and scooters. They stop, start and move freely as they change direction without bumping into each other, as they manage the space around them. They develop their fine motor skills as they use small tools competently, for example, paintbrushes, glue sticks and writing equipment.

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

The provision is satisfactory.

Children are cared for in welcoming and safe indoor and outdoor environments which are planned to meet their needs by allowing for free play. The setting has recently had some renovations carried out and this has improved the environment for children, ensuring they can play in a bright and colourful playroom. They access the areas of satisfactory, continuous provision including role play, construction, the book corner, musical instruments and the sand area.

The required safety features are in place and the entrance is secured once all the children have arrived. The outdoor area is safe with a lovely, painted safety surface and is used daily by the children. There is sufficient space for the number of children who attend. Children are beginning to take responsibility for their own safety because the staff remind them to be careful, to avoid running and to tidy up.

Children's welfare is further safeguarded because staff fully understand their role in child protection and are able to put appropriate procedures into practice when necessary, based on national and local guidance

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

The provision is satisfactory.

Children enjoy and achieve as they take part in a balanced range of topics including gluing, sticking and colouring activities. They develop a sense of self as the staff build supportive relationships with them and use praise and encouragement satisfactorily to further develop

their self-esteem. Children are interested as they make their Christmas decorations and explore the properties of the play dough.

The children who attend the out of school club make intricate structures using the small construction materials. They chat to the staff and discuss their football cards as they cut out individual wallets to put them in. They are confident and readily change their activities, seeking out resources to enhance their play.

### Nursery education

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage and plan a balanced curriculum which is linked to the areas of learning. This provides both adult and child led activities to enable children to benefit from free play and a structured approach. However, the planning does not clearly reflect how each area of learning is given equal weighting or how children's intended learning outcome is planned for. The staff support the children by talking to them about their play, but do not use open-ended questioning effectively to promote children's thinking. Children do not have access to a number line or to observe the written word as labels, to enable them to explore numerals and numbers. They do not observe labels to enable them to recognise simple written words such as names and signs. The assessment procedure does not clearly demonstrate children's learning and, therefore, it is difficult to plan for their individual needs and identify what further support children may need.

Children enter the nursery confidently and engage themselves in their play. They sit and concentrate during circle time and focussed activities and listen and take part in the activity. They are independent as they manage their own personal needs and confidently ask to wash their hands after messy activities. They are well behaved and follow staff's instructions to line up and tidy up for snacks. They are confident speakers as they chatter both to each other and staff during their play. They ask questions beginning with why, who and what and listen to the answers given. They delight in singing songs as they practise at circle time in anticipation for Christmas. Mathematical development is promoted as children count readily to 10, recognising that six is greater than four. They compare the size of the cardboard tubes, discussing which is longer, shorter and taller.

Children are learning about the world around them as they discuss holidays and places of interest. They are beginning to be aware of early science as they learn how dry ingredients change, when mixed, during the baking activity. They readily use the resources which enable them to explore the properties of malleable materials, for example, the play dough. They delight in using the musical instruments as they sing and beat out the rhythm with enthusiasm and gusto. Overall children make satisfactory progress towards the early learning goals.

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

The provision is satisfactory.

Children are cared for in an environment where parents are included to assist in children's needs being met. Children are valued as individuals and are welcomed into the setting. They access most of the toys and equipment and take part in all activities provided, this being monitored by the participation checklist. Children use resources and take part in activities which promote their understanding of diversity.

There are positive strategies for helping children learn to manage their behaviour because staff praise the children at all times. This approach is consistently applied by all staff. The children reiterate the 'Golden Rules' at the beginning of each session. They understand they have to listen, be kind, work hard and be gentle. The out of school children demonstrate compliant behaviour and are eager to assist in tidying up. All the children are well mannered, polite and listen to the staff.

Partnerships with parents and carers is satisfactory. Parents are provided with information regarding routines, play areas and activities provided and information on the Foundation Stage. Parents, in discussion, said they feel well informed and able to talk to the staff about their child. All parents spoken to said they feel the setting assists their child and their child enjoys going to the group.

Children's spiritual, moral, social and cultural development is fostered. The children learn about the community and other cultures as they engage in activities which promote their understanding. They enjoy playing together and learn to share as they wait their turn to take part in the focussed activity. They learn to manage their behaviour because staff are consistent and give appropriate explanations.

## **Organisation**

The organisation is inadequate.

The certificate of registration is not displayed and Ofsted has not been informed of the changes to the registered body, the committee, and therefore these are breaches in regulations; National Standard 14 is not met.

The staff make satisfactory use of time, space and resources, which allows children to make choices and organise their own play. The required ratios are maintained and training qualifications are met to support children's learning. The children move freely through a suitably organised setting, accessing all the areas of play. Most documentation is in place to support the care and education of the children. The staff all communicate to ensure that the policies and procedures are consistently applied throughout the pre-school and the out of school provision.

The leadership and management is satisfactory. Staff are led by a management team who is aware of the strengths and weaknesses of the provision. There are regular staff meetings to address all issues and identify areas for improvement. The staff work well together as a team and support each other in their roles. Training is promoted for all staff.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting was asked to consider how children can be more actively involved during snack time. The setting was also asked to ensure that children do not have unsupervised access to the storeroom and to include the contact number of the regulator in the complaints procedure. They were also requested to replace the floor tiles where they are cracked. The setting has improved snack time to allow children to participate by serving the plates and choosing their own fruit. They have situated a safety barrier to prevent access to the store cupboard and have now had a complete new floor put down in the playroom. The complaints procedure has been updated to meet with the requirement of this recommendation.

The above action ensures children are participating in snack time, which enables them to develop their independence. The safety barrier and the replacing of the floor ensure children can play and learn in a safe environment. The updating of the complaints procedure ensures parents can contact Ofsted should a situation arise where they would need to.

### **Complaints since the last inspection**

Since 1 April 2004 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 inadequate – notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- devise an action plan to demonstrate how you will determine enough staff are trained in first aid to ensure that at least one member of staff with a current first aid certificate is on the premises or on outings at any one time
- ensure Ofsted is informed of any changes to the registered body
- display the certificate of registration.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### **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):

- develop the environment to include numbers and the written word as labels to assist children in the recognition of numerals and simple words
- develop staff's skills in the use of open-ended questioning to encourage children's thinking
- develop the planning to reflect the intended learning outcomes for children
- develop the assessment procedure to clearly identify children's learning in order to inform future planning.

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)