

Allesley Pre-school

Inspection report for early years provision

Unique Reference Number	507749
Inspection date	29 October 2007
Inspector	Karen Eunice Millerchip
Setting Address	Further Education Centre, Birmingham Road, Allesley, Coventry, CV5 9GT
Telephone number	02476404344
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Registered person	Allesley Pre-School Committee
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 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?

Allesley Pre-School has been registered since 1992. It operates from a self-contained unit within a Community Hall and has access to a secure outdoor play area. It is located in the Allesley area of the City and serves the local and surrounding areas.

The setting is registered to provide care for 21 children between two and five years. There are currently 35 children on roll and this includes three funded three-year-olds. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 09:00 until 15:00. Children can attend for a variety of morning, afternoon or full-day sessions.

The setting employs six staff on a full and part time basis. The manager holds a teaching qualification and all but one member of staff hold a childcare qualification to level 3 or above. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health within the setting is supported very well and children benefit from good hygiene practices with regard to hand washing. They wash their hands after messy play, after using the toilet and before having snacks. They learn the importance of keeping their hands clean by using liquid soap and drying their hands on paper towels which reduces the risk of cross infection. They see staff cleaning the tables after play and after their snacks. Their well-being is supported because all staff members are trained in first aid and a properly stocked first aid box is available in the room.

Children learn about healthy eating. They have snacks of fresh fruit with a drink during the morning and afternoon. Children are encouraged to try different tastes at snack time. They sit in social groups with an adult and enjoy conversations during snack time. Drinking water is provided and children are supported in pouring their own drinks to ensure they do not become thirsty. Children have helped develop an attractive garden area where they have planted flowers and vegetables. They are introduced to the benefits of healthy foods when discussing and tasting the food they have grown, at snack and lunch time when they discuss the fruit and vegetables they are eating.

Children use a good range of outdoor physical equipment at the setting and have daily opportunities to use them, which helps to keep them healthy. They use rocking boats, a trampette, cars and bikes to develop different skills. They balance, jump, climb and learn how to queue and take turns. Children use equipment with enthusiasm and less able children are supported and encouraged by staff. They develop confidence, growing control and co-ordination. Indoors, children benefit from group games, rhymes and music and movement to keep them active.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean, safe and healthy environment with a good range of equipment to meet their needs and keep them safe. They are closely supervised and cannot leave the premises without an adult. Secure procedures, for example, when parents are arriving and collecting children are effective to keep children safe and ensure they cannot leave unnoticed. Children are able to move safely between play areas both inside and outside; staff are vigilant regarding their whereabouts and provide interactive support to keep them safe. However, the kitchen area and the children's cloakroom run parallel and the congestion at home time combined with the preparation of hot food potentially compromises children's safety.

Children play in areas where risks have been identified and addressed. Good procedures for daily safety checks ensure that the inside play space and outdoor play areas are safe and secure before the session begins. Children learn how to keep themselves safe. They are reminded that it is dangerous to run around inside and follow a familiar routine when going out to play in the garden, for example, lining up and walking sensibly. They learn how to use apparatus safely and help tidy-up to keep the room clear from tripping hazards.

Children's safety and well-being is promoted by having a written fire procedure displayed on the wall and opportunities to practise the procedure. Newly fitted fire doors are easily accessible

and fire fighting and smoke detection equipment is in place and serviced regularly to further promote children's welfare. They are protected from abuse and neglect through the staff's sound knowledge of signs, symptoms and of reporting procedures should they have concerns regarding a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children play happily and are developing confidence in the supportive environment created by staff. They become independent as they freely choose where they want to play and select toys and activities from a good range of resources. They learn and develop because staff provide well-balanced routines throughout the session, which helps them feel secure. Most children settle quickly into the group and less confident children readily separate from their carers with good staff support.

Children make secure relationships with familiar adults and each other. Most play confidently with a few younger children still requiring some adult reassurance. They play well together, for example, they co-operate to complete jigsaws, build large construction and when accessing the computers. They take turns and share and are developing independence appropriately as they learn to wash their own hands and put on their shoes and coats to play outside. They are supported to try new activities and have a wide range of interesting experiences during a typical week. For example, children use finger painting to create autumn trees and hedgehogs to form part of a group display. This promotes their sense of belonging within the group. Children use the outside play space daily and they have access to a good range of outdoor equipment. They go for walks within the local community to look at natural and living things and they have planted bulbs, flowers and vegetables in their garden.

Nursery Education

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage and plan a curriculum to progress children along the stepping stones towards the early learning goals. Planning, regular observations, assessments and reviews take place to evaluate the impact on children's learning. However, the planning does not identify individual children's learning needs or ways to enable children to build upon prior learning.

Children confidently engage in a wide range of planned activities. They make relationships easily and demonstrate increasing confidence and independence skills. For example, children persevere with jigsaws and shape activities until they are completed and use utensils and tools when digging and planting in the garden. They learn about volume when pouring their own drinks and filling plant pots with stones and soil. Children have regular opportunities to be part of a group or to work with an adult individually. Children use a wide vocabulary base to communicate, which is extended by staff asking open-ended questions during planned and spontaneous play activities. They are also being introduced to Makaton sign language to support younger children and children with English as an additional language to communicate. They use a good range of materials in the graphics area and some children are forming letters. More able children can recognise their own name and those of their friends. The use of name cards, labels on displays and storage boxes develops their understanding that print carries meaning and can be used as a method of recording and communicating.

Children learn about the outside world in a very positive way. They show an interest in nature and natural things and have good opportunities to explore and investigate whilst planting

bulbs, seeds and vegetables and gain an understanding of the need to care for living things when watering the recently planted bulbs. Children's creativity is well-developed. They use a wide range of different materials to paint, draw, glue, stick, create models and pictures. Staff organise a balance of staff-led, staff-supported and child-initiated play and most children are appropriately challenged and learn at their own pace.

Children are being introduced to number concepts as they count during story time and circle time. They regularly sing songs and listen to stories that involve counting and introduce the concept of 'more' or 'less'. There are number displays around the room that introduce children to numerals up to ten. Children learn how things happen and why things work as they use the computer and other programmable toys and equipment.

Helping children make a positive contribution

The provision is good.

Children are treated with respect and their individual needs are known and supported well by staff. They attend from a variety of different backgrounds. Children choose from a range of good resources, books and toys, which support their needs and promote positive images of diversity. Children are introduced to a range of cultural festivals through various ways. For example, they dress up, read stories and make artefacts associated with the festival. Children are learning about each other's differences, they have made face pictures that reflect their individual characteristics. As a result children learn to appreciate and value each other's similarities and differences and their self-confidence is promoted as they see their art work displayed in the setting. Children's spiritual, moral, social and emotional development is fostered.

Children with learning difficulties and/or disabilities are valued and included. They settle in at their own pace and are well-supported by attentive staff in becoming familiar with routines and gaining confidence in group situations. Staff work closely with parents and other professionals to ensure that all aspects of individual children's care is planned for. Children benefit from good staff knowledge gained from attending courses designed to develop ways of meeting the needs of individual children.

Children show good behaviour and are interested and occupied. They are praised for their achievements and are encouraged to be kind and have respect for each other. Staff are good role models and are proactive in diverting unacceptable behaviour with humour and distraction techniques which helps children to learn right from wrong.

Partnership with parents and carers is good. Children's daily information is shared with parents at the beginning and end of the session. Parents have regular opportunities to meet with the staff and they receive written assessments and reports of their child's progress. They can be involved in their child's learning and are encouraged to complete tasks at home with their child linked to themes and topics. They receive up-to-date information about the setting's policies and procedures that help them understand how their child is supported in their learning.

Organisation

The organisation is satisfactory.

Children's welfare is promoted through staff's suitable organisational skills. Policies, procedures and records are sufficiently organised and stored safely. However, Ofsted have not been notified of significant changes within the committee, which is in breach of regulations and potentially compromises children's welfare. Children are able to explore and investigate as indoor and

outside space is used effectively. Their sense of security is fostered as they are familiar with the daily routine and the consistent support from the constant staff team. Children benefit from staff's confidence in carrying out their roles and responsibilities. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management for early education is good. Staff work together as a cohesive and supportive team. The manager is a qualified teacher and the majority of staff have an appropriate qualification. A training plan is in place to promote continuous professional development and three staff are working towards higher childcare qualifications. The management team are beginning to develop systems looking at the effectiveness of the provision and evaluate practice. This includes the staff's involvement to identify strengths and weaknesses of the provision. Age appropriate and interesting teaching methods are in place to enable children to progress well towards the early learning goals. Links with the local school have been developed and a booklet produced with photographs of the school to familiarise children with the classroom environment, this linked with visits in the summer term promotes children's ability to deal with the transition from nursery to school in a positive way.

Improvements since the last inspection

At the last inspection the provider agreed to develop effective systems for recording and monitoring children's progress and use these to inform future planning for children of all ages. Links between observation, assessment and planning have been developed but the links to identify children's individual needs and how to build on what children already know are not yet secure.

The provider also agreed to organise free play activities to sustain the interest of children of all abilities and thereby improve behaviour and to maintain toys and resources in good order. Children enjoy a wide range of activities using good quality resources and equipment. Free play is now available during all sessions and children are interested and involved. They also agreed to provide opportunities for children to gain an understanding of how to operate simple equipment and gain an awareness of information technology. They are confident in their use of the computer to access educational programmes and enjoy experimenting with a selection of electronic toys and resources.

The provider was also required to ensure that all records relating to day care activities are well maintained and organised so they are readily accessible. Records, policies and procedures are suitably maintained and organised to allow access to any information required.

The provider has also complied with Fire Safety Officer recommendations by fitting new fire doors and maintaining all records relating to fire safety within the setting.

Complaints since the last inspection

On 17 August 2007 concerns were raised about working with parents. These concerns relate to National Standard 12 - Working in partnership with parents and carers. Ofsted wrote to the provider on 21 August 2007, and asked them to conduct an investigation and report back. A response was received on 31 August 2007. As a result, Ofsted set one action under National Standard 12 - Working in partnership with parents and carers. The provider remains qualified for registration.

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):

- review the procedures at lunchtime to minimise risks especially with regards to preparing hot lunches
- inform Ofsted of any significant changes with specific regard to committee members.

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 planning to identify individual children's learning needs and ways to enable children to build upon prior learning.

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