

Edna Thornton Pre-School

Inspection report for early years provision

Unique Reference Number	218139
Inspection date	22 November 2007
Inspector	Shirley Amanda Wilkes
Setting Address	Church Hall, Vicarage Road, Tean, Stoke-on-Trent, Staffordshire, ST10 4LE
Telephone number	07989198078
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Registered person	The Trustees of Edna Thornton Playgroup
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 good.

WHAT SORT OF SETTING IS IT?

Edna Thornton Pre-School opened in 1991. It operates from one room within The Church Hall in the village of Upper Tean. There is no outdoor play area available. The pre-school serves the local and surrounding areas.

There are currently 29 children from two to four years on roll. This includes eight in receipt funded education.

The pre-school opens Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 09:00 until 12:00.

There are six staff who work with the children. More than fifty percent of the staff hold an early years qualification to NVQ Level 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Most of the children are beginning to understand the importance of good personal hygiene. Staff ensure the children know how and why they wash their hands before snacks and after using the toilet. Children independently wash their hands after messy play, the use of paper towels and liquid limits the spread of infection and cross-contamination. However, children who require nappy changes are not provided with adequate privacy and are not encouraged to wash their hands afterwards which is not ensuring their understanding of personal hygiene and protecting them from cross-contamination. Staff routinely clean the tables with anti-bacterial spray before and after food and practise the clear procedures for sick and infectious children to prevent the spread of infection. Children can be treated in the event of an emergency as all of the staff are qualified in first aid. Consent has been obtained from parents for staff to seek emergency medical advice or treatment if needed.

Children find out about healthy living through themes that cover looking after teeth and also through activities. They enjoy healthy snacks with a variety of different fruit and vegetables they are always able to access water freely whenever they wish. They are encouraged to try foods that may be new to them when following themes, for example, tasting different fruits.

Children develop confidence and skills and have fun as they use the indoor equipment to climb, balance and jump down. They practise co-ordination by throwing and catching balls and using hoops and cones. They also enjoy vigorous activity they hop and jump to the rhythm of action rhymes as they re-enact the movements of animals. This helps them to keep fit and active.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and well-organised environment where risks to children are limited through good procedures for the safe arrival and collection of the children, staff supervise children leaving the building and ensure that children leave with authorised adults. Staff carry out risk assessments daily, prior to children accessing the playrooms. Clear and detailed procedures are in place in the event of a child being lost or not collected. A risk assessment carried out daily means that children can play, learn and explore without danger. Fire detection equipment is accessible in all areas of the building and fire drills are carried out regularly. Consequently, children are familiar with how to leave the building safely in the event of an emergency.

Children are safeguarded as staff are confident, knowledgeable in this area of practice. Parents are well informed about child protection which helps them to work together with the setting in the interests of the children. There is a clear written policy and also reference materials, for example, the local authority's first response leaflet, Staff respect confidentiality and are well aware of the need to keep accurate records

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and are happy in the setting. Through good organisation of activities, children arrive at the setting and are able to immediately start playing. This encourages children

to happily separate from parents and carers. Children feel at home because clear routines are in place and they demonstrate confidence in making choices about the activities they wish to take part in. A good range of both free and adult-led play is provided to encourage children's development. Children enjoy engaging in conversation with one another and with staff. Language and number skills are developed as they play games. They are able to create their own imaginative worlds through playing with dolls houses, small vehicles and road maps. As they play in water they are able to explore and investigate. Staff members ask questions to encourage children to think about what they are doing. Children are encouraged to be independent. They help themselves to toys and equipment, putting items away when they have finished with them. Staff provide roles for children to develop their confidence. Children are asked to help cut up the fruit at snack time, help tidy up. Children relate well to staff who are attentive to their needs. Staff are using 'Birth to three matters' framework to support their planning and observations.

Nursery Education

The quality of teaching and learning in nursery education is good. Children are interested and motivated in the activities provided. They happily engage in conversations and have developed friendships. Through praise and encouragement children's confidence is enhanced. They are beginning to learn how to control their own behaviour through discussions with staff. Children demonstrate independence as they confidently make decisions about the activity they wish to take part in. Children are able to make good progress in communication, language and literacy. They talk to one another and to staff about what they are doing and how things work. There are good opportunities to develop listening skills as they take part in action songs. Children enjoy spending time in the book corner, reading alone, with a friend or in pre-schools with a staff member. Free access to writing materials on the writing table and in role play allow children to make marks and practise writing their names. Children are able to make good progress in mathematics as they learn about numbers in a variety of interesting ways. They count to see how many plates are needed at snack time.

Children have good opportunities to make sense of the world. They have fun touching smelling and tasting fruit and vegetables. They learn about other cultures and beliefs through celebrating a variety of festivals. Visitors to the pre-school such as the lollipop lady and the dental hygienist share their knowledge and experience with the children. Children's creativity is encouraged by gluing and sticking and creating pictures from a variety of materials. However, children are not encouraged to be independently creative. A good selection of musical instruments means children are able to have great fun making different sounds and learning to copy a beat. Their imagination is developed as they pretend play in the large home corner.

Staff have a good knowledge of the Foundation Stage and effectively plan a broad curriculum covering all areas of learning. They provide activities that children enjoy and are interested in. Useful observations are carried out and these are used to inform assessments and children's achievements in line with the stepping stones and early learning goals.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and equality of opportunity is actively promoted. An appropriate policy is in place. Staff provide a warm welcome to parents and children as they arrive in the setting. Children have opportunities to learn about their own community, such as visits out of the pre-school to the local shop and church. Visitors such as the lolly pop lady are

invited to come in and share their knowledge and experiences with the children. Children take part in activities and celebrate a variety of festivals during which they learn about the wider world. Children with learning difficulties and/or disabilities are welcomed and would be provided with appropriate support. Staff are good role models as they encourage children to be considerate to each other. Children are well-behaved and respond well to staff who are sensitive in their approach when dealing with behaviour issues. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are actively encouraged to be involved in their children's learning. They receive reports about their children's development within the setting and are informed about what is happening and procedures through the prospectus and newsletters. Parents are involved in the management of the pre-school through the voluntary parent committee. They have clear information about what to do if they have a complaint or a concern and confidentiality is respected.

Organisation

The organisation is good.

Children are well-cared for by staff who demonstrate commitment. They are keen to develop their own knowledge and skills and attend training to achieve this. The setting has robust recruitment and vetting procedures to ensure the well-being of children. Staff are deployed well so that children's learning and development is supported. Records are appropriately maintained and a good range of policies underpin the management of the setting.

The leadership and management of the setting is good. Staff work hard as a team and set out resources daily to support children's learning. They display a sound understanding of the Foundation Stage which contributes to children's satisfactory progress. Planning and assessment continues to evolve. Planning is based on a theme, with activities to match the theme and stepping stones. Observations are made on children and provide useful information to practitioners, but the information is not yet used effectively to help practitioners plan based on children's interest, what they know and can do and what they need to learn next. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the pre-school was asked to plan more effectively to provide increased opportunities for children to investigate and join construction materials using different techniques; increase opportunities for children to develop their physical skills for using wheeled toys and improve the planning and assessment system to identify individual learning targets for children and how the more-able children can be extended in the activities provided. The pre-school now plans effectively and provides more opportunities to investigate and join construction materials, for example the use of plastic construction and junk modelling. The pre-school has not been able to develop children's physical skills for using wheeled toys due to the restrictions of the premises but provides various activities to develop their physical well-being, for example using the trampette and climbing frame. The planning and assessment system has been improved and now shows individual learning targets for children. The planning and assessments also show how the more-able children can be extended in the activities provided. All of which ensure children's individual needs are met.

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 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 nappy changing routine provides privacy and helps limit cross-contamination.

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):

- increase the opportunity for children to develop their creativity.

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