

# Manor Pre-School and Out of School Unit

Inspection report for early years provision

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<b>Unique Reference Number</b>	154070
<b>Inspection date</b>	05 March 2008
<b>Inspector</b>	Anne Legge
<b>Setting Address</b>	Manor Primary School, Manor Way, Ivybridge, Devon, PL21 9BG
<b>Telephone number</b>	01752 895066
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of The Manor Pre-School Unit and Out of School Club
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 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?

Manor Pre-School and Out of School Unit was first registered in 1995. It has sole use of a prefabricated building within the grounds of Manor Primary School in Ivybridge. The building includes two large rooms and associated facilities. There is an enclosed outside area for play, and the group can also access parts of the larger school playground. The setting opens for pre-school sessions from 08:45 until 11:45 on weekdays in term-time. Afternoon sessions are held on Mondays, Tuesdays, Thursdays and Fridays, from 12:30 until 15:00. A lunch club is offered from 11:45 until 12:30 each day. After-school care operates from 15:00 until 17:30 each weekday. The holiday play scheme is open from 08:00 until 18:00 on weekdays during all school holidays, except some Christmas breaks.

The group is registered to care for up to 26 children aged from two to eight years. There are 35 children currently on roll at the pre-school, including 22 who are in receipt of nursery funding. A total of 31 children attend the after-school club, including 10 children aged under eight years. Children up to the age of 12 years may attend. Children with learning difficulties and/or disabilities are welcomed and supported. There are six staff working with the children, all of

whom have appropriate child care qualifications. A voluntary committee manages the group, which also receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy daily opportunities to be physically active and to access fresh air. They use their own outdoor play areas and the school playgrounds to run freely, play active games, ride wheeled toys, practise ball skills or use a parachute. Children benefit from eating mainly healthy snacks and meals. Pre-school children enjoy a very good variety of fresh fruit and vegetables for their snack, while children attending after school choose from toast, fruit, crackers, cheese and other healthy snacks. Children at the pre-school and holiday club bring packed meals, which are mainly well balanced, although some contain several items which are high in sugar or fat. Staff offer some advice to parents about suitable meals, and most parents follow their guidance. Children drink milk or water at snack times and have constant access to fresh drinking water to maintain good fluid levels.

Children are well protected from infection. They play in clean premises where floors and tables are cleaned regularly during sessions, especially before and after children eat. Staff wash their own hands regularly and ensure that children learn good routines regarding hand washing. They use liquid soap and paper towels to reduce the risk of cross-infection. Children's care is good when they are unwell or injured. Records of accidents and medication are comprehensive and shared effectively with parents. Children's minor injuries are well managed and children receive sympathetic and appropriate treatment. All staff have current first aid qualifications.

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

The provision is good.

Children's safety is given a high priority within the setting. The ageing premises are monitored closely and any hazards are addressed, to ensure that children can play safely. Their security is assured, as the door is locked and chained during sessions so that no-one can enter or leave unnoticed. Staff monitor children carefully in the playground, which is fully enclosed. A code word system is implemented, ensuring that children are never collected by unauthorised adults. There is plenty of space for children to move around the indoor areas safely. They choose from a very wide variety of toys and resources, which are kept in a good condition with regular checking and cleaning.

Staff have a clear understanding of safety issues and they implement extremely detailed risk assessments, on a daily basis, before children arrive. All areas, equipment and resources are rigorously checked and risks are minimised. For example, the temperature of the refrigerator is tested, and electric sockets and wires are made safe. Heaters are covered with guards and fire exits are kept clear. Children are safe in emergencies, as fire equipment is checked regularly and evacuation procedures are practised monthly, on different days of the week to include all children and staff. They are safe on outings, as risk assessments for venues and journeys are comprehensive. Children are well protected from abuse or neglect, as all staff have completed relevant training and they demonstrate a good understanding of safeguarding policies and procedures. However, the safeguarding policy is out of date regarding some details.

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

The provision is outstanding.

Children attending all aspects of the provision enjoy an excellent range of activities, which are very carefully planned to meet their needs and engage their interest. The programme for the holiday club includes a wide variety of craft and cooking activities, as well as swimming, outdoor and indoor games, construction, art and the use of a computer. Children are given plenty of free choice and are fully consulted in all aspects of the daily programme. Those attending after school also enjoy extensive choices. They can choose to relax with quiet activities, develop their creativity using excellent art and craft resources or play energetic outdoor games. Their activities include junk modelling, for example making robots, or using clay, paint or collage materials. They are encouraged to follow their interests and to request their favourite activities and resources. Children enjoy attending and are reluctant to leave the setting, when parents arrive to collect them.

At the pre-school, children enjoy an exemplary range of activities during each session. They have plenty of time for free play, when they access sensory, creative and imaginative activities, as well as very challenging tasks, such as exploring magnets and completing puzzles. The needs of the youngest children are very carefully addressed using the Birth to three matters framework. Special sessions for those approaching school age provide extra structure and challenge. All sessions are very well organised and staff are very effectively deployed, to support and extend children's enjoyment and development.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff have an excellent understanding of the Foundation Stage curriculum and they skilfully engage children in conversations which promote their language and development. They plan an outstanding range of topics and activities, which are carefully matched to the abilities and interests of individual children. Key workers record children's achievements and plan very effectively for the next steps in their learning. Children become confident, independent learners, who enjoy their play and engage enthusiastically in all activities.

Children develop a love of books, as they make excellent use of the library area, sharing texts with staff or their friends. They enjoy stories and develop a very good understanding of the role of authors and of illustrators, of plots and of characters, through the excellent questioning of staff. Older children recognise and write their own names and make excellent progress in their knowledge of letters and sounds, due to very effective teaching. Children count and develop their knowledge of number patterns, in a very wide range of practical tasks and daily routines. For example, they count children at snack times and find the right number of cups, or they work out how to share four pieces of fruit between two children. They sometimes work individually with staff, matching numerals to sets of objects. They discuss shapes, as they use circles and cones to make models of Japanese dolls and when drawing shapes in foam.

Children engage with exciting topics, which successfully develop their understanding of different places and cultures. For example, they explore farming in Africa and celebrate Japanese festivals, learning about clothing and customs. Children use a very wide range of construction equipment to design and make models, and they explore changing materials, such as when cooking with melted chocolate. They draw and paint freely and use an excellent variety of art and craft resources, including sequins, tissue papers and fur fabric. They play very imaginatively in the role play area, serving meals and making cups of tea, with plenty of encouragement from staff.

Children enjoy extensive opportunities to engage in sensory play, using mud, water, wet tissue paper or foam, and they like to sing familiar songs. They develop their physical skills, using small equipment, such as brushes, pens and scissors with increasing control, and climbing and balancing on large outdoor play apparatus.

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

The provision is good.

Children thrive in an environment where everyone is welcome and all individual needs and interests are very well promoted. The group fosters very good links with the school and with the toddler group which meets on its premises, making children's transitions very smooth. Children learn about different cultures through topics about other countries, by looking at maps and books or investigating celebrations, food and clothes. Their spiritual, moral, social and cultural development is fostered. They develop their understanding of the needs of others, as they use signing as a form of communication and learn to share and take turns with resources. Children with learning difficulties and/or disabilities are very well supported and included in all aspects of the provision. Extra help is provided when necessary and activities are successfully adapted to meet children's additional needs.

Children's self-esteem is very effectively promoted, due to the group's positive and consistent approach to managing behaviour. Children understand the high expectations of staff and the clear routines established at the pre-school and in out-of-school care. They respond cheerfully to staff requests to tidy up or move to the next activity and they receive copious praise for their efforts. Older children are involved in agreeing rules for acceptable behaviour and they learn to be positive in their thinking about appropriate conduct.

Children benefit from consistent care, due to the group's good systems for communicating with their parents. Written information, in the form of a prospectus, newsletters, and leaflets about the holiday club, provides details of all aspects of care. Notice boards offer further information and staff talk regularly to parents, exchanging relevant details about their child. Carers are invited to help at pre-school sessions or to become involved by serving on the committee. The group's partnership with parents and carers, relating to the nursery education, is good. Information about the curriculum is clearly displayed on the notice board, so that parents can support their child's learning. Key workers discuss children's progress with parents and remind them that development records are always available. Records are fairly clear in showing how children make progress towards the early learning goals. Targets for future learning are shared with carers of four-year-olds at parent consultation evenings, but there is less effective communication with the parents of younger children. Overall, parents have good opportunities to support their child's development, but this is most effective for older children at the pre-school.

### **Organisation**

The organisation is good.

Children are cared for by very well qualified and experienced staff, all of whom are committed to constantly developing their skills through ongoing training. All sessions are very well organised to meet the individual needs of the children attending. Staff ratios are excellent and adults work as a very effective team, offering all children plenty of individual attention. Despite the poor quality of the building, all aspects of health and safety are good, and space is used thoughtfully to offer children of all ages an extensive range of exciting activities.

Leadership and management of the nursery education are good. There are very clear systems for regularly monitoring and improving the quality of provision for funded children. Frequent staff appraisals are used to identify training needs and peer observations form part of the group's reflective practice, which leads to a continuous updating of systems. Consequently, children's individual learning needs are constantly and effectively addressed. Children's care is underpinned by all the required documentation, which is well organised and mainly comprehensive, although the safeguarding policy is not fully up-to-date and complaints procedures are unclear about some details. The pre-school and out-of-school clubs meet the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

At the last care inspection, the group agreed to update some of its policies and procedures, to nominate a staff member to deal with safeguarding issues, and to ensure that access to the building is monitored. Since that inspection, all policies and procedures have been updated, although two documents remain slightly inaccurate or out of date. Children's safety has been improved, as a safeguarding officer is in place and has completed relevant training, and the security of the building is now very carefully managed.

At the last nursery education inspection, the pre-school agreed to develop planning and assessment systems, to ensure coverage of the curriculum and appropriate assessment of children's progress in all areas of learning. Staff also agreed to improve their practice and deployment, using daily routines to promote children's learning. Children now make very good progress, due to the excellent deployment of staff and their skilful use of practical tasks to promote learning. Planning systems have been revised, to ensure that children access all aspects of the curriculum and assessment is now completed in all areas of learning.

### **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.

## **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 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):

- further promote children's good health, by working closely with parents to ensure that all children eat nutritious meals
- make sure that children's care is always underpinned with current and comprehensive documentation, including accurate complaints procedures and an up-to-date safeguarding policy.

### **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):

- continue to develop assessment records, clearly tracking children's progress towards the early learning goals. Share this information regularly with parents of all children, so that they can fully support their child's development.

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)