

# Youth Club Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	141817
<b>Inspection date</b>	07 February 2008
<b>Inspector</b>	Dorcas Forgan
<b>Setting Address</b>	Wolverton Road, Newport Pagnell, Buckinghamshire, MK16 8HX
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<b>Registered person</b>	Youth Club 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Youth Club Pre-school opened in 1972. It operates from three rooms in the two storey Youth Club Centre in Newport Pagnell. The pre-school serves the local area and some surrounding districts. A committee of volunteer parents manage the group.

There are currently 56 children from two and a half to five years on the roll. This includes 37 children in receipt of funding for nursery education. Children attend a variety of sessions. The group currently supports children who speak English as an additional language.

The group opens five mornings a week during school term times. The early starters club opens at 09:00 each day and sessions are from 09:30 until 12:00 these are followed by a lunch club until 13:00.

Eight members of staff work with the children along with one play assistant and two part time staff. Five have early years qualifications. One member of staff is currently on a training programme. The setting also employ a financial administrator.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children remain in good health because practitioners follow current environmental health and hygiene guidance extremely well. They have their own comprehensive policies and procedures which include guidance on giving medication and a sickness policy. A designated member of staff has responsibility for overseeing all health and safety issues, she attends additional training and is vigilant in ensuring that everyone follows the procedures. Staff make sure that all areas remain clean and hygienic through such methods as regularly using antibacterial sprays to clean surfaces. Children are gaining a very good understanding of personal care and good hygiene practices. They wash their hands independently before eating snacks and dry them on paper towels. Staff reinforce the need for children to maintain good health standards by providing activities to explain why it is necessary and the best ways of achieving this, such as, cleaning a very large set of teeth with toothbrushes. Staff ensure boxes of tissues are easily accessible for the children, however not all children are aware of this or have the skill to use them effectively, they need additional support.

Staff offer children a very wide range of healthy, interesting snacks to promote their interest in eating healthy options. Children gain additional independence as they help to prepare some of the foods, such as cutting the bananas or putting spread on the bread. They collect their own plates and beakers. They then choose whether they would like to drink water or milk and pour it into their own beaker with various amounts of skill. Children decide when they would like to have their snacks to fit in with their own individual needs or when it is convenient for them. Drinks of water are available in the main room throughout the session.

Children learn about how to keep their bodies healthy through practical activities like listening to their heart before and after exercising. They talk about how they can relax. The majority of children take part enthusiastically in the activities outside in the fresh air. They develop their physical skills very well through a variety of activities, some like to ride bikes and scooters and others prefer to play with the ribbons or draw with the chalks on small slates or the large blackboard. Physical activities are available daily in the hall; staff change these weekly. This is so that children have the opportunity to learn and practise new skills daily, such as climbing up the A frame and balancing on the beam. Children develop their fine motor skills through an abundance of activities that are available daily, for example using finger puppets, cutting with scissors and drawing with pens and paint sticks.

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

The provision is good.

Children are cared for in a large premises that the staff have made warm and inviting. All areas are safe and secure. Staff divide the large room imaginatively into several different areas so that the children know what type of activities will be available. For example, the social, role play area is set up under a gazebo to keep it contained and physical activities take place on soft matting. Very good use is made of displays of the children's work and information posters. They are in areas easily seen by the children and match the appropriate activities. The mirror with pictures of people's emotions is in the reflective/ quiet area. Additional rooms are used for the early starters group and the snack bar. Children do not have access to the kitchen, but staff ensure that it is kept safe and very clean. The safety officer carries out checks each day to ensure that all areas are safe and that safety items are in place. Security of the building is

extremely well maintained, all visitors are recorded. Visitors who spend time in the group are made aware of the procedures to keep themselves and the children safe, such as the emergency evacuation.

Children have access to an extensive range of suitable, well maintained equipment that staff present in an attractive and interesting ways, such as the sand with pebbles in a paddling pool with Bob the builder trucks and figures. Staff ensure all areas are very well resourced so that children have a wide choice of media to use. They freely access items in the mark making and creative areas. Children learn to keep themselves safe through practical experiences like talking with an adult about how to hide in the smaller room without anyone being hurt by the equipment or furniture. They regularly practise the emergency evacuation and talk about road safety. There are very thorough procedures to follow when the group go on outings or walks.

Children are very well protected from harm because all the staff have an excellent understanding of their role in safeguarding children and have appropriate procedures in place if they have concerns.

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

The provision is outstanding.

The atmosphere in the group is extremely vibrant. The children are animated and eager to take part. They are becoming confident and move around between the planned activities with ease. They become absorbed in the imaginative activities and are able to persist and develop their concentration skills. They take part eagerly in all the different parts of the sessions; the large group activities, their key worker groups and individual times. Children who join the Early Starters session take part in a choice of activities, many link up with friends or talk with the adults in the relaxed atmosphere. The emphasis of this session and the lunch club are on care rather than education. All children have a key worker, so that they have one adult who is special to them. They start the day with their group and set up an activity together. The key worker sometimes plans specific activities for her group.

Staff are familiar with Birth to three matters and at present activities are planned for the younger children using this as a guide and to assess their development. Staff focus on their emotional needs giving them the opportunity to become independent and to make choices. They promote the children's physical development through fun activities like hooking plastic ducks from the pool along with all other activities that are planned for the group as a whole.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staffs understanding of the Foundation Stage is considerable. The manager and staff carry out the curriculum planning confidently and include activities that will stretch the children teaching them new skills and knowledge. Staff are enthusiastic and use very effective methods to challenge the children, such as encouraging them to think creatively, to use their senses to discover different media and giving them the opportunities to think and question. Assessments are used exceptionally well. Each key worker is responsible for ensuring that regular observations are made of their children. These include tracking observations to observe whether children use all parts of the room and if not staff try to introduce an item of interest into the area that the child does not visit very often and support the child. Other observations are made of all children who take part in the focused activity and any free play. Staff record achievements and anything else notable. They then use these to develop Individual learning plans which staff discuss with parents.

Children form good relationships with staff and other children. They link up confidently with others at most activities, such as the home corner and the puppet theatres and when experimenting with the plastic shapes. They gain confidence as they are chosen to be the group captains for the day and have special responsibilities which they achieve with pride. Children use their initiative to develop their own games like making books to write in and show great pride when they have achieved either a piece of work or a task. Children converse enthusiastically in large group activities and take a lively interested part discussing the weather, days of the week and the numbers of children present. Staff test children's observational skills so that they need to think about their answers, which they do very competently. Children enjoy books that they can look at individually and also stories that staff read to them they listen intently and anticipate what might happen. They recognise their own names when written and the letters that start other children's names. They have many opportunities to mark make and attempt to write their own names. Staff encourage the development of hand and eye coordination through many different ways from drawing with chalks, manipulating the dough to playing skittles.

Children use mathematical language naturally as they play. Children count competently and recognise many numerals, some of the more able children can name numbers that contain two numbers, such as 38. They calculate simple problems, such as how many spaces remain for children in the sensory area. Children act out with enthusiasm the song five little ducks and enjoy working out how many ducks are left if one does not come back. They design patterns with every day objects and are able to name confidently a variety of shapes. Children have the opportunity to explore a wide variety of media with their senses, such as sand with pebbles and tasting porridge. They use their skills to operate a range of technological toys and equipment. Children are gaining a very good sense of time and place. They use the egg timer to judge how long someone has been riding the bikes and talk with understanding about yesterday and tomorrow. Staff take children on nature walks to observe the world around them. They grow their own plants and observe first hand some animals, such as a tortoise when they talk about animals that hibernate.

Children practise their physical skills daily on a very wide range of equipment, both inside and outside. They negotiate space as they dance along with familiar popular songs and follow the actions. They learn to climb, balance, slide, throw and manipulate wheeled vehicles. Staff also provide small equipment and tools, one child shows utter delight when she finds she can paint with three brushes at once. Children practise their creative skills daily taking part in art activities, enjoying and experimenting with music and using their imaginations. They play in the extremely well resourced role play areas where they can pretend they are at home, in a restaurant, at the doctors or in a variety of other situations.

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

The provision is outstanding.

All children are welcomed individually and made to feel an important member of the group. The staff value and respect each child's individuality and the family context of each child. Children have extensive opportunities to learn about themselves, their world and the world around them. They celebrate special family events, such as births, weddings and holidays and of how families have different homes and routines. The group have many excellent links with the local community. Children enjoy visits to the elderly where they entertain them and share their harvest collections. They take part in fundraising activities for other groups, such as Barnardo's and Children in Need. Staff celebrate the many different cultures and faiths that the families are from and whenever possible include activities to acknowledge the differences. All of the children are learning to sing Frere Jacque to demonstrate how some children speak

different languages. They all take part very enthusiastically in Chinese New Year celebrations. The group use their excellent resources and facilities to promote diversity further, such as the display of posters that illustrate other homes, costumes and other ways of conversing. Spiritual, moral, social and cultural development is fostered.

There are no children attending at present that have identified learning or physical difficulties, although there have been in the past. The setting have very effective arrangements in place to support these children and their families.

Children's behaviour is extremely good. Staff have high expectations of the children that are realistic. They are very good role models to the children, they remain calm and patient and make clear explanations to the children of what they require. Children sit quietly when asked. They help others by setting out and clearing away activities. They are becoming aware of their own and others needs and of showing respect.

Partnership with parents is outstanding. Staff understand the great importance of developing very close partnerships with parents to enhance the children's care and nurture a positive attitude to learning. To this end they provide a wealth of good quality written information and photographs. They encourage parents to take part in the sessions in any way they are comfortable. Parent's views are actively sought and are acted on whenever practical. They are involved in their child's learning through regular consultations, information about the activities planned for the coming weeks and being involved in setting their child's Individual learning plans. These steps ensure extremely effective continuity of care.

## **Organisation**

The organisation is outstanding.

Children benefit from an exceptionally well organised routine and stimulating programme of activities. Together the committee and manager have worked out a very rigorous system for employing and vetting staff. A thorough induction programme and regular management for all staff follow this. The committee encourage staff to attend regular training to raise their level of qualifications and to maintain their excellent practice. The very good ratios of adults to children and the effective key worker system ensure children receive individual attention as necessary.

Leadership and management is outstanding.

The committee and manager regularly review the comprehensive policies and procedures to ensure that they are relevant. The extensive operational plan provides all the necessary details to maximise the smooth running of the pre-school. The manager leads by example with the effect that the staff are all extremely dedicated, they act in a professional way and are committed to ensuring that the group maintain very high standards of progress. They regularly monitor and evaluate their practice and make changes as necessary. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last Children Act inspection recommendations were made that the group should ensure the room remained at a comfortable temperature and risk assessments should be carried out on the use of small dividers. Both of these have been achieved and the temperature in the hall

is now managed more effectively and all small dividing barriers are safe, so that children can play in comfort and safety.

Following the educational inspection there were no significant weaknesses found but it was suggested that consideration should be given to asking the parents to formally evaluate the setting. Parents complete a questionnaire annually and their comments are valued and acted on when ever possible.

### **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 outstanding.

### **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 children are aware that they can use tissues independently to enhance their own personal care.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)