

Storrs Road Pre-School

Inspection report for early years provision

Unique Reference Number	509209
Inspection date	09 October 2007
Inspector	Karen Ann Byfleet
Setting Address	Storrs Road Church Centre, Storrs Road, Chesterfield, Derbyshire, S40 3PY
Telephone number	01246 566189
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Registered person	Storrs Road Pre-school
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?

Storrs Road Preschool has been registered for number of years. It operates from the main hall and a smaller room in the Methodist Church Centre on Storrs Road in Chesterfield. The group serves the local area.

There are currently 16 children from two and a half to five years on roll. This includes 12 children in receipt of funded nursery education. The setting is open on Mondays, Tuesdays, Wednesdays and Fridays 09:00 to 12:00 and Thursday afternoons from 12:00 to 15:00 during school term time and children attend for a variety of sessions.

Four full-time and two part-time staff work with the children. Two staff members have an early years qualification to NVQ Level 3. The group is a member of the Pre-school Learning Alliance and they receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. There are good procedures in place which help children learn about their personal hygiene. Through consistent daily routines they wash their hands independently before snacks and after using the toilet. A sick children's policy is in place and staff follow comprehensive procedures when dealing with any accidents. This ensures children are protected from cross infection and helps them remain healthy. However, written consent for staff to seek any emergency medical advice or treatment is not in place for all children.

Children's dietary needs are met well. They are offered a varied menu of healthy, nutritious snacks and drinks at each session, such as fresh fruit, crackers and cheese. They also have many opportunities to make their own sandwiches, bake bread and make pizzas with healthy toppings. This helps to develop their understanding of healthy eating. Food handling procedures are good as staff ensure all table tops are cleaned with anti-bacterial spray before serving the children their snacks, further promoting their health. Although children have access to fresh drinking water throughout the session, they are not encouraged to develop their self help skills in pouring their own drinks at snack time.

Physical development is promoted satisfactorily and children are developing a healthy lifestyle. They have many opportunities to participate in a good range of indoor activities and use various resources which help to enhance their physical skills. For example, parachute games, ring games, a climbing frame for climbing and balancing and skipping ropes. Although access to the outdoors is limited due to the lack of space, staff do take the children on walks within the local community and they are able to access the nearby school playing field for ball games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All areas within the provision are well maintained and provide a warm, friendly environment for children to play with the toys and equipment. The temperature is maintained with suitable radiators and ventilation. There is a good range of age-appropriate toys and resources which are well maintained and organised by the staff. This enables the children to move around the play areas in comfort and safety.

The setting has good processes in place in order to keep children safe and limit any risks. For example, a written risk assessment is completed on a daily basis for play areas, toilet area, toys and security. Safety and cleanliness of the toys is ensured as staff clean them regularly and discard any broken toys, helping to protect children from harm and help them stay safe. High locks to all the doors ensures children are unable to leave unattended and staff are well deployed, providing good supervision of the children in all areas. Fire safety is promoted well in the setting, exits are clearly marked and staff practise emergency evacuation drills with the children to ensure they develop an understanding of the procedure. All practises are recorded in the daily register.

Child protection is fully understood by all staff within the setting and helps to protect children from harm. A comprehensive policy and a designated staff member are in place. All staff have recently updated their training and have a good awareness of the procedures to follow if they have any cause for concern over children's welfare. The manager and deputy have regard for

the Local Safeguarding Children's Board procedures and have implemented a policy and procedure to follow in the event of an allegation against a staff member.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled within the provision. They form good, positive relationships with their peers and approach adults with confidence. They gain good levels of self-esteem as they enjoy showing others what they have done and receiving praise from the staff for their efforts and achievements. All children are able to freely choose from well-planned activities. Staff have attended training in the 'Birth to three matters' framework and they incorporate learning objectives for the younger children into their planning well. However, challenges which enable the older and more able children to continue to be interested and reach their full potential is limited.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and how the activities they plan are linked to the six areas of learning. Planning and the system for recording children's progress is good. The information is used effectively to complete development records and plan for their next steps in learning. Staff use appropriate methods to develop children's learning in adult-led activities as they sit with them and ask questions. However, challenges are limited. Children's behaviour is very good and is managed well. The play area is well organised, offering a stimulating environment which is well resourced and enables children to make their own choices.

Children have a good attitude to learning and good concentration levels. They enjoy sitting with books on their own, concentrating as they look at the pictures. Children play well together, forming good relationships as they co-operate, share and take turns. For example, they share out the toys in the sand and water play to ensure they all have some to play with. They behave well and respond positively to boundaries. Their independence is developing well as they use the bathroom independently. However, opportunities for this to be expanded into other areas, such as pouring their own drinks at snack time, is limited. Children speak clearly and communicate well with each other and the staff caring for them. Staff encourage children to use their language and listening skills as they ask age-appropriate questions which require the children to recall information. For example, as they talk about the weather during circle time, children explain how they had to wear their coats to playgroup today as it is raining but they didn't yesterday. Children often link sounds and letters as they recognise their names. Print displayed within the environment and opportunities for the children to use writing for purpose, such as in the role play area, helps children realise print gives meaning. They have regular, daily access to a good range of writing implements and use a variety of activities for mark-making. For example, free painting and sand play. Children enjoy the full range of books which are attractively set out in a comfortable area. They handle the books with care as they turn the pages. With the use of a library service the children are able to extend their enjoyment of books as they choose books to take home and share with their parents.

Children are developing good mathematical skills as they use and understand number values. They talk about biggest and longest as they make models from scrap materials such as tubes and boxes. Through activities such as play dough, model making, sand and water play, the children are developing good problem solving skills. For example, as they decide how to best to fix their models together with tape, glue or to tie it together with wool. Through planned

topics and themes the children are learning about change. For example, as they look at the weather, bake bread and bring snow indoors to play with and see how it melts. The children have enjoyed a recent topic on mini beasts where they had opportunity to go out into the local area and search for creatures under logs, stones and to find spiders webs, enhancing their knowledge of natural features and objects. They learn how things happen and why things work as they play with a range of programmable toys and resources. They have regular access to a computer and other programmable toys such as cash registers, key operated toys and using a hand whisk in water play with soap to make bubbles. Fine motor and manipulative skills are encouraged through painting, colouring, cutting, play dough and their daily access to writing implements. The children enjoy a full range of activities which promote exercise such as dancing and energetic games such as 'funky footprints', a game where children step onto foot prints which correspond to different sounds. However, children's understanding of how their body works and the effects of exercise on their bodies is limited. They are able to freely express themselves through art and music and have regular opportunities to participate in dance and movement and explore sound with a range of musical instruments. Through listening to stories, dressing up and a variety of role play situations, children's imaginative skills are developing well.

Helping children make a positive contribution

The provision is good.

All staff have a good understanding of equal opportunities as they treat all children with equal concern. All children are able to freely access the good range of age-appropriate activities and their individual needs are discussed with parents when they start attending. The setting has a good range of toys, resources of positive images of culture and gender. For example, small world toys, home corner, dressing up and a good selection of books. Through visits out into the local community, topics and food tasting which cover a variety of celebrations such as, Chinese New Year, Diwali, Christmas and Easter, children's understanding of the wider community is developing well. Staff also invite visitors into the setting, such as the fire brigade, police and nurses to further enhance children's experiences. The setting has some experience of caring for children with learning difficulties and/or disabilities. Staff have a good understanding of the need to adapt activities to ensure inclusion and they have a positive attitude to caring for children with additional needs. They have experience in working alongside other professionals to ensure children's needs are met through the implementation of individual plans. The access to the building for children and adults with additional needs is good as there is a ramp, wide doors and disabled toilet facilities for wheelchair access.

Staff are pro-active in ensuring the setting's policy for behaviour management is implemented well. They talk to children about their behaviour and are consistent in their approach helping children to feel secure. Children know and understand the setting's boundaries well and as a consequence they are well behaved. They take turns well and co-operate and this is recognised by staff as they offer lots of praise to the children for their efforts and achievements. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. Staff form positive, friendly relationships with them. They are made aware of how the setting operates through a detailed information booklet and policy files which are available at their request. In addition, information such as the setting's complaints procedure is also available. Children's individual needs are fully discussed and recorded with parents. Daily exchange of information keeps parents informed of their children's day in the setting. An effective key worker system is in place. Staff record all observations of the children through focused activities and these are then recorded into the

children's individual development record books. Staff share all the information with parents each half term and they encourage parents to add any comments into the development books. Most relevant written consents are in place, helping to protect children. The setting actively encourages parents and other family members to be involved in their children's learning. For example, through the library service offered by the setting.

Organisation

The organisation is good.

Children are happy within the well-organised environment. Staff are caring towards the children and they liaise well with parents in order to help children settle. Children benefit from the good range of activities planned and provided by staff and the grouping and organisation of the children ensures they are kept actively involved. Most required documentation is in place and well maintained. Attendance records are accurate with attendance of staff and children recorded clearly. Checks are made with the Criminal Records Bureau, qualifications checked, references requested and medical suitability is assessed. This ensures children are cared for by appropriate staff. Staff qualifications meet the requirements as the supervisor and deputy both hold a Level 3 in childcare. Other staff have all undergone necessary checks. All staff attend additional training which is identified by themselves and the registered person as part of their annual appraisal. For example, behaviour management and first aid. This contributes to the quality of care provided.

The leadership and management of early education is good. Regular revision of the setting's policies and procedures take place as well as regular reviews of the practice by the supervisor and staff. The current committee are not fully aware of their overall responsibilities. However, a new committee is due to be formed over the next week and the supervisor agrees to ensure that they are made fully aware of their responsibilities before they agree to joining the committee. This will enable management and staff to continue to work together on any improvements identified to ensure the care and education provided continues to flourish. There is a good system in place to monitor the effectiveness of the curriculum and children's progress. The management and staff have a sound vision for the setting and are currently working well towards this. They have effectively addressed previous issues that were raised ensuring children are making good progress towards the early learning goals. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to: consider how another staff member may become qualified to ensure half the staff are qualified to Level 2, include Ofsted's contact details in the complaints procedure, review policies and procedures to ensure they reflect good practice and review the child protection policy to ensure a procedure was included in the event of an allegation being made against a member of staff. With regard to nursery education the provider was asked to develop more regular opportunities for children to use their imagination in design and construction with a wider range of materials and to develop imaginative play activities to include opportunities for children to write for purpose.

A new supervisor is in place who holds a Level 3 qualification in childcare and the deputy has also achieved this, ensuring that at least half the staff hold relevant early years qualifications. The new supervisor and deputy, along with the committee, have worked hard on the reviewing of all the policies and these now include all relevant procedures with regard to child protection, ensuring children's welfare and that of staff is addressed. The name, address and telephone number of the regulator have been added to the complaints procedure to ensure parents have

the correct contact details. Policies and procedures are reviewed regularly to ensure they are workable and that they reflect the practice of the setting. With regard to nursery education, the staff plan a good range of activities around the six areas of learning which includes children's daily access to the use of writing for purpose in both routine activities and through planned role play such as, post office and shops. Through the more detailed planning, staff provide more opportunities for the children to use their imagination well. Through activities such as the train track the children are encouraged to design the track layout themselves and more opportunities are presented for the children to construct using a range of materials. For example, making models from scrap materials and play dough.

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):

- ensure written permission for seeking emergency medical advice or treatment is obtained from all parents
- further develop children's independence with regard to their self help skills (also applies to nursery education)
- ensure committee members are fully aware of their roles and responsibilities.

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):

- provide children with appropriate challenges in order for them to continue to enjoy their learning experience
- continue to further enhance children's learning in relation to how their body works and the effect exercise has on their bodies.

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