

Lostock Hall Pre-School Nursery

Inspection report for early years provision

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| Unique Reference Number | 305174 |
| Inspection date | 29 November 2007 |
| Inspector | Janice Shaw |
| Setting Address | Lostock Hall Primary School, Mallard Crescent, Poynton, Cheshire, SK12 1XG |
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| Registered person | Lostock Hall Pre-School Nursery Limited |
| 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 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?

Lostock Hall Pre School Nursery was registered in 1997 and is managed by a limited company. It operates from three adjoining rooms in a section of Lostock Hall Primary School, Poynton. Children have access to a secure covered outdoor play area. They can also use the school hall for physical activities. The setting is registered to care for a maximum of 24 from two to five years. There are currently 24 on roll, of which 10 receive nursery funding.

The pre-school opens daily from 09.00 until 12.00 and 12.30 to 15.00 each day, during term time, together with a lunch club which operates from 12.00 until 12.30. Children who speak English as an additional language are supported in the setting.

The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. They are members of the Pre-School Learning Alliance and receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are becoming independent in their personal care. They learn about good hygiene and clearly understand why they have to wash their hands after using the toilet and before eating. Children develop an awareness of the importance of being healthy and know that germs can make them unwell. Staff provide very good support for younger children who may need assistance in completing personal tasks.

Effective procedures are in place to prevent the spread of infection. Staff are knowledgeable about children's health issues and useful information is shared with parents to ensure children do not attend if they have an infectious illness. Most staff hold appropriate first aid certificates and are confident in their ability to respond to minor accidents. However, there is no documentary evidence to support this on site.

Children lead a reasonably healthy lifestyle. They have some opportunities to extend their physical skills both inside and in the fresh air. An effective healthy eating programme is in place. Children enjoy an interesting range of healthy snack such as fresh fruit and vegetables, breadsticks and cheese. Lunch times are a very social occasion as staff sit with them when they use the school dining hall to eat their packed lunches or school dinners.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a warm and welcoming environment which is kept very safe and secure. Staff regularly risk assess the setting and effectively identify and minimise any potential risks to children. All external doors to the premises are kept locked and parents and visitors are only admitted by staff members. An accurate log of visitors is maintained to safeguard the children. The accommodation is arranged into specific play areas linked to the areas of learning, enabling children to move around activities with ease. Children also benefit from the use of the school hall for physical activities in wet weather. They have access to a wide range of toys and activities each day which they can freely access, giving them complete independence in their choice of activities.

The pre-school provides a child-centred environment where children play freely and safely. They develop a good knowledge of safety issues and are encouraged to behave responsibly in order to keep themselves and others safe. They listen well to instructions and learn about the correct safety procedures such as not pushing when lining up at the door and to push chairs under tables to avoid tripping hazards. Children also enjoy tidying up to make areas clutter-free and safe. Staff are vigilant in their supervision. Toilets are easily accessible to all children which helps with their independence. Children are safeguarded and protected from harm because staff have a sound knowledge and understanding of child protection issues and how to implement local procedures. However, the safeguarding policy does not include procedures to follow in the event of an allegation against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and look forward to going to pre-school. They become animated as they skip into the room, receiving a warm welcome from staff each morning. This helps children to develop good levels of confidence and self-esteem and they settle well, becoming involved in their chosen task. They participate purposefully in the inviting activities on offer, such as creating models with play dough and playing in water play. They have plenty of opportunities to use their imagination in the role play area which is changed according to the current theme. The children develop good social skills and have very positive relationships with each other and with the staff. For example, they delight in sharing their news and talking about events planned for the Christmas celebrations. Staff know the children and their families very well and are aware of children's individual needs. Younger children are very well supported with cuddles and sensitive reassurance from staff which helps to soothe children's anxieties as they settle into the group.

Nursery Education

The quality of teaching and learning is good. Children gain from the staffs knowledge and understanding of the Foundation stage curriculum and ways in which children learn. All staff contribute towards planning a suitable programme and organise the play areas to cover all the areas of learning. A new observation and assessment system is in its infancy, and as yet does not give a clear picture through documentation of children's development. However, because of the highly skilled staff group they have a comprehensive understanding of the next steps for children's individual learning and include this in future planning.

Children behave well and form firm relationships with each other and with the staff. They have access to a rich variety of books and independently choose from these in the comfortable book area. Staff tell stories well, making use of props when needed, which stimulates children's interest and imagination. Children also benefit from being able to access writing materials as part of their play. A strong emphasis is placed on phonics and children can be heard successfully blending sounds spontaneously as the play.

Children learn to count through everyday activities, stories and songs. For example, they count each other as they go out to play, they sing about the three kings showing the correct number of fingers; they also learn about simple calculations in a fun way at snack time as they eat fruit off the plate. Children's understanding about different shapes is generally explored well through the mediums of various mathematical resources, creative work and puzzles.

Interesting planned activities that encompass cultural awareness help children to develop their understanding of their world they live in. They learn effectively about the growing cycle by planting bulbs, keeping them in the dark and ensuring that they are regularly watered. Children have regular access to information and technology in the form of telephones, calculators and interactive toys and are introduced to simple computer programmes to support children's learning.

Children have satisfactory opportunities to develop and extend their small physical skills by making models with play dough and using small construction toys. However, opportunities to extend their learning by linking the outdoors and indoors environment thus providing a 'free-flow' approach to their play are not maximised. They do not have, sufficient opportunities to develop their large physical skills by experiencing, good opportunities to travel up over and

through balancing and climbing equipment. Children benefit from being able to ride bikes, use parachutes and throw balls when outdoors.

Helping children make a positive contribution

The provision is good.

All children are fully included in the life of this setting where staff are aware of children's individual care needs. As a result children are confident and respond well to the good one to one support which is available when required. This proactive approach ensures that children with additional needs are able to succeed and progress towards reaching their potential. The partnership with parents of children is good. Children benefit because staff keep parents informed about how well their children are progressing by regular discussion and yearly parent's evenings. Parents speak highly of the care and education that their children receive.

Children learn about acceptable behaviour and willingly share and take turns. They receive good explanations for positive behaviour and respond well to the calm and consistent approach of staff. They know right from wrong and are encouraged to be polite and courteous as they follow the good examples set by staff. Children develop positive attitudes towards each other and are sensitive to the needs and feelings of others. Children's spiritual, moral, social and cultural development is fostered. Children benefit from exploring how other festivals around the world are celebrated, looking at food, costumes and cultures. This helps them to develop an appreciation for similarities and differences.

Organisation

The organisation is satisfactory.

The good organisation of space and deployment of staff within the setting provides children with an interesting and worthwhile range of activities and experiences. The make up of the staff team, comprises of mainly part-time employees who work well together. All staff are enthusiastic and have a high commitment to providing children with an environment that gives them good care and education. Children settle quickly because of the warmth and friendliness of the established staff. All documentation pertaining to the smooth running of the setting is in place, although the child protection policy has a minor omission. There is no evidence of staff qualifications maintained within the setting. An effective key person system is not in place, whereby specific members of staff co-ordinate information about the individual children's needs and progress and shares this with parents.

The quality of leadership and management are good. The setting is clearly managed for the benefit of the children with a strong focus on education. The children benefit from the qualified and knowledgeable staff. They are effectively deployed which ensures the children are well supported in their play and learning. The planning system demonstrates clearly their knowledge of the Early Years Curriculum, the associated stepping stones and how the children access the whole curriculum during their time at the pre-school. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Following the last inspection setting was required to maintain an accurate record of any accidents occurring within the group. An appropriate system of recording accidents is now in place.

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

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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 that individual staff records contain evidence of their qualifications and are kept on the premises
- ensure that the safeguarding policy includes procedure to follow in the event of an allegation being made against staff against
- implement a key person system.

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):

- consider ways of extending the areas of learning by linking the outdoors and indoors environment so that children can move easily between them. Provide children with opportunities to travel up over and through balancing and climbing equipment.(Also applies to care)

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