

# Crich Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	206752
<b>Inspection date</b>	15 January 2008
<b>Inspector</b>	Karen Ann Byfleet

<b>Setting Address</b>	Glebe Field Close, Crich, Matlock, Derbyshire, DE4 5EU
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<b>Registered person</b>	Crich Pre-school
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Sessional care
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## 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?

Crich Pre-School operates from the community centre in the village of Crich in Derbyshire. The playgroup serves the local community and surrounding area.

There are currently 31 children on roll. Of these 20 are in receipt of funded education and the setting supports children with physical and/or learning difficulties. The setting is open five days a week during school term times only. Sessions are from 09:15 until 12:15 and children attend a variety of sessions.

There are four members of staff working with the children and all hold relevant early years qualifications. The setting is a member of the Pre-School Learning Alliance and receives support from their committee and from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health is promoted well overall. Children follow daily routines for hand washing after using the toilet and prior to eating at snack time. However, staff do not use effective explanation for 'how' and 'why' children need to wash their hands, in order to raise their awareness and understanding of personal hygiene. Staff have regard for the setting's sound policies and procedures which are in place for sick children and all staff hold a relevant first aid certificate. All accident and medication records are well maintained with written permissions for staff to administer any medication. Parents are asked to sign accident records as acknowledgement of being informed. Written permission from parents, for staff to seek any emergency medical advice or treatment is also in place, ensuring children are protected from any infections and illness and that their well-being is safeguarded.

Children are provided with healthy, nutritious food and drinks. They enjoy a suitable range of snacks such as toast, crackers, pitta bread, sandwiches and an assortment of fresh fruits. Children are encouraged to be independent at snack times as they make up their own sandwiches and spread their own crackers. Drinking water is available to the children throughout the session at their request and they are offered a choice of squash or milk with their snack. Children's individual dietary needs and requirements are met well as staff discuss these with parents and record them. A list of any requirements or food allergies any children have is kept where staff have confidential access to it.

Currently children do not have access to outdoor play opportunities. However, staff do plan and provide a good range of indoor physical games and activities for developing children's large physical skills and their co-ordination, such as wheeled vehicles, a climbing frame, soft balls and parachute games. Their small physical skills are developing well as they regularly access, and use with confidence, small tools such as scissors, play dough tools and knives for spreading and cutting their sandwiches at snack time. Through topics such as 'My Body' children have some opportunities to learn about exercise and its effect on their bodies. However, staff do not extend this into everyday physical activities.

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

The provision is satisfactory.

The setting provides a clean, warm, welcoming environment for children and adults. There is good space within the playroom, although staff do not always use this effectively. For example, one larger table has a construction toy placed on top of it and there are no children playing with it. Whilst another smaller table is set up with the farm and animals and six children wanting to play with it. Staff do not utilise space effectively by moving resources around to ensure children can play in comfort. Children are able to freely self-select from the range of suitable, age-appropriate toys, games and resources which are well maintained and in good condition. Daily risk assessments of the premises and toys are undertaken by the staff to ensure children's safety is maintained.

The premises are secure and children are unable to leave them unsupervised. The main door to the playroom is kept locked and there is an effective system for managing access to the premises and all visitors are asked to sign in. A policy for lost or uncollected children is in place

and understood by all the staff. The children are fully aware of how to stay safe in an emergency as evacuation drills are practised regularly and these are recorded.

Children's welfare is promoted well as staff have a good awareness and understanding of child protection. They are familiar with signs of abuse and how to ensure any concerns are dealt with confidentially and the procedures to follow. All staff have attended training and are fully aware of the Local Safeguarding Children Board procedures.

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

The provision is good.

Children are happy and settled within the setting, making them feel secure. They form good relationships with their peers and the adults caring for them. They seek out their friends and play well together in small groups, learning to take turns and share. They are developing good social skills during group activities and the younger children are developing their independence as they are learning to access resources for themselves. Staff plan and provide a suitable range of worthwhile, age-appropriate activities for all the children. They have attended training in 'Birth to three matters' framework and implement this well, taking the different ages and abilities into account. This enables them to meet children's individual needs and help them develop their emotional, social and intellectual capabilities. Observations made by staff of the children's learning and development are used to help them plan the next steps in children's learning and their planning highlights learning objectives for the full range of activities. Opportunities for children to relax are good. They have independent access to a quiet book area which contains a varied selection of story and picture books and soft seating where the children are able to sit in comfort. Children are beginning to develop significant levels of self-esteem and confidence as they enjoy receiving praise and attention and like to see their work displayed within the room.

### **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 contains sufficient information and the learning objectives. The system for recording children's progress is good. Staff make detailed observations of the children and use this information effectively to complete development records and plan for their next steps in learning. The play area is organised satisfactorily, enabling children to make their own choices from the toys and activities provided. However, staff miss some opportunities to use appropriate methods for extending children's learning and presenting them with suitable challenges. For example, when undertaking a number recognition game a four-year-old is easily distracted and loses interest in the activity quickly. Children play well together, forming good relationships as they co-operate, share and take turns. They behave well and respond positively to boundaries. They are developing their independence as they use the bathroom, are encouraged to pour their own drinks at snack time and can freely choose activities from those provided. Children enjoy looking at books both independently and with adults. They have a quiet, comfortable area in which to fully enjoy the books. They are able to recognise their own name as they find their individual name cards on entry into the setting and they are encouraged to attempt to write their own names on their art work. They have daily access to a writing area which is equipped with various writing implements such as pencils, crayons, various papers and sticky tape and scissors and many opportunities for children to practise writing for a purpose on a daily basis are made available through role play and other activities. For example, children write shopping lists and use order forms in 'Post Office' play. Children are articulate as they describe

and ask questions. They enjoy circle time where they take interest in 'show and tell', speaking confidently as they describe what items they have brought in to show everyone.

Children have a good awareness of number and number concepts as they actively engage in computer programmes that show numbers, colours and shapes. In practical situations such as snack time and group activities children's understanding and learning in this area is reinforced as they count out the number of cups, plates and children present. They are beginning to learn about shape and size through activities such as jigsaws and construction with different sized bricks. Children's knowledge and understanding of the world is good. Staff plan activities around various world celebrations and the children have access to various resources such as books and small world figures which promote positive images of a diverse society. However, they have no opportunities to visit their local community or the outside environment around the setting in order to raise their awareness of nature or their local community. Children have good computer skills as they are able to follow on screen instructions well and have good mouse control. Children are confident and show positive curiosity in how they use programmable toys and investigate resources such as metal detectors, magnets and torches.

Children enjoy songs and rhymes and they listen to stories with great interest, asking questions about what happens and re-telling stories. Their imaginative skills are developing well. They thoroughly enjoy acting out familiar stories, such as 'Goldilocks and The Three Bears' as a whole group and they clearly enjoy dressing up. Painting and other creative activities such as modelling with recycled materials and play dough, are available on a daily basis. However, some painting activities can be too directive. For example, staff have planned a 'straw blowing' painting activity. They have pre-mixed the paints and direct the children where to place the paint on the paper. They miss opportunities to extend children's knowledge of colour as the children do not mix the paints for themselves and staff do not talk about the colours mixing and merging on the paper. Children have regular access to music and musical instruments and through active songs and rhymes they are developing good skills in movement and rhythm.

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

The provision is good.

All staff have a good understanding of equal opportunities and they treat all children with equal concern. All children are able to freely access the age-appropriate activities and their individual needs are discussed with parents when they start attending. The setting has a good range of toys and resources which promotes positive images of culture and gender, for example, 'Small world' toys, home corner, dressing up and a good selection of books. Through visitors coming into the setting such as the local community police and planned activities around world celebrations, children are beginning to develop an understanding of the wider world. Through planned themes and topics children are able to gain an appropriate awareness of their own and other cultures. There are good systems in place which ensure any children attending who have learning difficulties and/or disabilities, are cared for in line with parental wishes and staff liaise well with outside agencies to maintain consistency of care for the children.

Staff are proactive 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 as they have access to the setting's policy files which are available to them on a daily basis. 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 in all the activities provided and these are then recorded into the children's individual development record books. Staff share all the information with parents. All relevant written consents are in place, helping to protect children.

## **Organisation**

The organisation is good.

Children are happy within the 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. The deployment of staff and organisation of the children ensures they are kept actively involved. All 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 and all staff attend additional training which 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 takes place as well as regular reviews of the practice by the supervisor and staff. The current committee are fully aware of their overall responsibilities and take an active role in ensuring all systems are in place for effective practice. Management and staff continue to work together to ensure the care and education provided continues to flourish. The management and staff have a sound vision for the setting and are currently working well towards this. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider was asked to: develop and implement an action plan detailing how at least one member of staff will gain a current first aid certificate that includes training on infants and young children. With regard to nursery education the provider was asked to: increase opportunities for the children to regularly select their own resources, to experiment with creative construction and joining techniques, provide greater opportunities for older children to gain confidence in writing their names independently and to review the provision of activities which support the children's mathematical development, so that they regularly practise writing numerals and older children begin to use and understand the concept of simple addition and subtraction in practical activities.

All staff have undertaken training in first aid and this includes first aid for babies and young children ensuring children's welfare is safeguarded. With regard to funded nursery education, children regularly access model making activities where they are able to self-select their resources and use various joining techniques to experiment with and be creative. For example, children enjoy making igloos from recycled materials. Staff encourage children to write their names on their art work and the children readily use their name cards for copying their names within the mark-making area. Children enjoy a varied range of mathematical activities which encourage them to sequence and recognise the written numerals. Staff engage with the children well and

ask age-appropriate questions in order to extend their mathematical understanding. For example, in shop play they talk about how much items are and ask questions such as "what if I took two, how many would you have left?" Children also have regular daily access to computer games with good addition and subtraction games for children of different ages and abilities.

### **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):

- develop further children's understanding of their personal hygiene with regard to hand washing
- devise and implement opportunities for children's learning to be extended to the adjacent outdoor environment and their local community (also in nursery education)
- ensure staff are proactive in organising space more effectively to enable children to play comfortably.

#### **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):

- extend opportunities for children to develop their understanding of the effects exercise has on their bodies
- increase opportunities for children to regularly select and experiment with colour.

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)