

Manor Way Pre- School

Inspection report for early years provision

Unique Reference Number	253916
Inspection date	18 January 2008
Inspector	Patricia Webb
Setting Address	Brier Mill Road, Halesowen, West Midlands, B63 3HA
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Registered person	Manor Way Pre-school & Toddler
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 outstanding.

WHAT SORT OF SETTING IS IT?

Manor Way Pre-School has been registered since 1984 and operates under the governance of a voluntary management committee. It is sited in a classroom and conservatory within Manor Way Primary School in Halesowen, West Midlands. There is a secure outdoor play area with rubber and grass surfaces and a garden, which the children help to cultivate and maintain.

The pre-school is registered to care for a maximum of 28 children from two years to under five years of age at any one time. There are currently 48 children on roll of whom 35 are in receipt of nursery education funding. The setting currently supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The pre-school is open Monday to Friday, offering sessions from 09.00 to 11.30 and 12.50 to 15.20, term time only.

There are seven members of staff employed to work with the children, most of whom hold level three qualifications in early years care and education. The setting receives support from the early years department of the local authority and is a member of the Pre-school Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a keen awareness and understanding of following a healthy lifestyle. They access outdoor play daily, delighting in splashing through the puddles in their wet weather gear. They have a range of equipment and activities designed and planned to promote their physical skills. For example, much fun is had when scoring in the basket ball net and using the hoops to promote cooperative play as some children loop each other and walk creating a 'caterpillar'. Children move around the setting with ease, showing care not to encroach upon others' space and use a range of tools, toys and implements with ever increasing dexterity.

Healthy eating is encouraged as children have fresh fruit and nutritious snacks daily. The older children in morning sessions enjoy making choices about their snack time as they participate in a café style routine, selecting whole fruit and sitting with friends to develop their social skills. For younger children in the afternoon sessions, children sit round the table with staff to enjoy their fruit and drinks from their own water bottles. Planning takes place to enable children to make their own salads and sandwiches at times, developing an awareness of what foods are healthy and nutritious.

Children's overall health is effectively promoted as staff follow clear and consistent routines for reducing the risk of the spread of infection. Accidents are managed with care and little fuss and records are clearly maintained with parental signatures obtained. This is slightly marred as the seeking of parental permission for emergency advice or medical treatment is unclear on the admission forms signed by parents, referring to the setting acting 'in loco parentis'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in the setting as a result of the high priority given by the staff to this aspect of practice. Risk assessments are carried out both on a daily basis and as part of the health and safety programme within the setting, thereby minimising risks to children. Children understand about their own safety as they know not to run around in the main playroom, wait until staff have checked the outdoor area and participate in regular fire drills, both planned and impromptu as part of the school routines. Staff take time to explain processes to the children such as when instructing them that the fire alarm bells are due to be tested and that should they hear them, they will not need to line up at the door as usual. Children are also encouraged to learn to take risks for themselves as they talk about being careful when standing at the water's edge during a pond-dipping activity in the nearby park. They are also shown how to use knives and utensils such as graters correctly and with care.

A wealth of good quality equipment and resources are on offer and presented well to encourage self-selection and individual choice of activity. This includes a balance of natural materials such as twigs and branches as well as commercial resources, all of which are maintained in a clean and safe condition for the safety of the children. Children know where to access their favourite toys, games and books, settling easily into the warm and welcoming environment provided by staff. Evidence is displayed of children's art work, their involvement in activities seen in photographs and in the use of videos which children watch on the white interactive board, delighting in recalling activities and recognising themselves and each other. Such presentation develops a strong sense of belonging for the children.

Children's welfare is effectively safeguarded as staff fully understand their roles and responsibilities in protecting children. A detailed policy is in place and parents have access to a copy of the flow chart detailing the procedures should staff have any concerns about a child. The policy currently does not include information regarding the procedures to be followed should an allegation of abuse be made against a member of staff. This hinders how parents can be assured that such concerns are handled appropriately.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy and settled in the setting. They enter each session, warmly greeted by familiar staff who operate a key worker system. This ensures that individual children can relate to staff and are sensitively and ably supported in separating from parents and carers. Children are confident and familiar with the routines, reminding parents about having to find their own photographs for self-registration. They freely choose activities which are well planned to promote all round development and enjoyment both indoors and outside. Staff ensure that activities are adapted to enable younger children attending the afternoon session to participate meaningfully in activities. For example, the snack time is arranged to promote social skills and interaction as a group and includes favourite dollies and toys joining in sitting round the table. Large whole-group activities are also tailored by intuitive staff who understand how concentration can wander and use prompts to gain children's attention. Children relate very positively to their key workers and parents are assured of the staff's knowledge of each individual child's character.

Nursery Education.

The quality of teaching and learning is outstanding.

Staff demonstrate a very sound knowledge and understanding of the Foundation Stage in order to provide a range of activities and experiences which ensure that children make strong strides towards the early learning goals. Teaching is innovative and builds upon what children know and what their interests are. For example, staff acknowledge bilingual children and celebrate their skills, sharing such abilities with others. Planning is clear and firmly rooted in ensuring that all the areas of learning and the stepping stones are covered over a period of time. Staff are extremely flexible in its implementation allowing for children to take off with their own ideas such as when large cardboard cartons were available following the delivery of new resources. This enabled children to construct, manufacture and create a den using their imagination and collaborative team skills along with copious amounts of parcel tape. Throughout their activity, children are encouraged to predict, recall and thereby consolidate their learning.

Assessment is undertaken regularly to ensure that any areas where individual children require additional support or extension and challenge are quickly identified and acted upon. Staff use a range of teaching methods including large group discussions, key worker group activities and one to one discussions with children, pitching the level of input to match each child's level of understanding. For example, a three-year-old child notices that only one ear can be seen in her registration photograph and points this out to a member of staff. Time is then taken to discuss the angle of the camera when the photograph was taken and this is reinforced with the use of a demonstration using a mirror. Such practice encourages the development of children's enquiring minds and respects and values the child's questions and thirst for answers. It also demonstrates how staff are keenly aware of the learning opportunities in everyday occurrences.

Where children may have learning difficulties and/or disabilities, they are very ably supported as key staff have undertaken in-depth training and work closely in partnership with parents, carers and other agencies in order to identify and address any developmental concerns. This is replicated when preparing planning for children with English as an additional language, when staff work in close liaison with the local authority to develop effective communication strategies, both verbal and through pictorial prompts. This ensures a consistent approach is followed for each child to develop to their full potential.

Children behave very well as staff have high expectations for them. Clear explanations are given with regard to routine and any changes to the session, such as when reminding children about the 'special time' and the alarm testing. When necessary, children are made aware of the consequences of their actions on others and encouraged to apologise. All this is done extremely sensitively, as staff develop children's self-esteem and confidence. Staff are very effectively deployed around the setting and are highly skilled in knowing when to intervene or engage in children's activities and when to take a step back and develop children's autonomy in their play. Close working with the school and staff within the reception class results in consistency of practice and promotes an easier transition as children move from pre-school to full-time school.

Children are chatty, confident and extremely busy in their self-chosen experiences. They enjoy building relationships with their peers and the adults as they are motivated to explore and discover around the environment indoors and outside. Much delight is had when discovering the properties of ice and they remind staff about having made ice lollies which require eating before they melt. Walks around the environmental wooded area enable them to discover bugs, plants and natural materials. They learn about the needs of others as they care for the goldfish and plant up in the garden. Experiments are undertaken to discover what happens to water when it is left in certain areas such as indoors, where it has evaporated slightly and outdoors when the level increases due to the rain. Children are highly skilled in their use of the computers and the interactive white board, watching each other closely as they transfer games and drawings from the small screen to the larger one. They enjoy imaginative play throughout the session. They dress up, create their own scenarios and delight in creating their own music, using a range of instruments from around the world. Rhythm and movement sessions help children to discover tempo and beat as they use balls, ribbons and bean bags to develop their coordination. Art work is displayed around the setting as they take pride in showing their creations to parents and visitors. Children use mathematical terms in their language and play as they complete simple sums such as re-calculating when having counted the number of children present and another child arrives. They use mark-making within their everyday play as they make shopping lists, attempt to copy their names on paintings and create patterns on the slabs outside using large paintbrushes, sweeping brushes and water.

Helping children make a positive contribution

The provision is outstanding.

Children thrive in the caring environment and develop a strong sense of belonging. Staff take time to get to know the children and their families in order to identify and address individual needs. Children's spiritual, moral, social and cultural development is fostered. They access a wealth of resources which promote positive images of the diversity of society. They have opportunities to learn more about this diversity as they practise with chopsticks, celebrate different festivals and are involved in fund raising for charities such as participating in the 'Toddlerthon'. Excellent links are being forged with a pre-school in Kiri Bati, an island in the South Pacific, as letters and photographs are exchanged. These strategies enable children to

develop a keen awareness of the differing needs of people and each other, leading, for example, to some older children helping younger ones particularly when accessing the computer and learning about the routines when having only just started in the group. Much laughter and interest ensues when children see themselves on the video played through the white-board, as they made their ice lollies the day before. Such practice develops their self-esteem and promotes conversation and discussion. All children are included and valued in the setting. Children with additional needs are very carefully monitored and supported as are those children with English as an additional language.

Children's behaviour is outstanding. All children enjoy well-earned praise for achievements which are pertinent to them as individuals. For example, staff offer praise and attention when younger children manage their own toileting needs and are able to separate from parents with little upset. They are encouraged to develop their independence and self-care skills, delighting in putting on their wellies and choosing the colourful coordinating wet weather ponchos and umbrellas for outdoor exploration.

The partnership with parents and carers is outstanding. Children benefit very positively from the warm and strong relationships developed between their parents and the staff. A broad level of information is supplied by parents in order for staff to know exactly what their children can do and how best to encourage progress and development. Parents are offered information regarding the planning and regular newsletters advise on what topics are being followed and how parents and carers can assist in raising children's awareness of this. For instance, during the current topic on weather, key words about ice and cold are listed and parents can use these with their children to expand their vocabulary. On occasions, the pre-school teddies visit children's homes and participate in their home routines with parents recording teddy's experiences. This contributes to developing a strong sense of partnership between the child's home and the pre-school. Parents are free to discuss their child's progress with key workers at any time and make comments on developmental reports discussed during parents' evenings. These occasions are also designed to offer parents the opportunities to participate in some activities their children enjoy, thus understanding the learning opportunities to be had in everyday play.

Organisation

The organisation is good.

Children's care welfare and learning are highly developed in the exciting and stimulating environment as a result of the committed and enthusiastic staff. The setting is well-organised and a stable staff group brings a wealth of experience and ideas to the highly effective delivery to provide a safe and secure setting for the children in their care. The pre-school committee takes its roles and responsibilities seriously, particularly when recruiting new staff to ensure children are cared for by suitable and well-qualified adults. Most of the required documentation is in place for the safe and efficient operation of the pre-school.

Children move around the setting with confidence and familiarity, accessing vigorous activity or taking time out to enjoy quieter times such as when settling in the book corner in the extension, as they relax on the bean bags and cushions. Staff deployment is highly effective in supporting children in their choices whilst ensuring their safety and well-being without encroaching on self-initiated experiences. Staff are highly motivated to attend a breadth of training to develop their knowledge and understanding of different methodologies, try new ideas and engage in new projects such as developing the outdoor play area further as a learning environment.

The quality of leadership and management is outstanding. Children receive excellent learning opportunities as result of the strong commitment from the staff and the committee, some members of which have recently changed. New ideas are constantly being discussed in order to further improve practice such as ensuring that staff extend their understanding of forthcoming changes to the curriculum framework for all children. An action plan is in place to look at how this can be most effectively implemented, a proactive approach which contributes to improving outcomes for children. Questionnaires are effectively used to obtain an insight into how parents and carers perceive the service and comments are collated in order to continue to improve.

Overall, the setting meets the needs of the children for whom it provides.

Improvements since the last inspection

Since the last inspection, staff have addressed the recommendations set at the time. With regard to developing the range of resources promoting positive images of the diversity of society, children can now freely access a rich selection of resources encouraging non-stereotypical and unbiased play and activity. For example, children talk about driving the lorry round the back of the mosque by the hospital as they play with small world characters, which prompts a discussion about different places of worship in a very easy and child-orientated manner, across both genders. Records such as the daily attendance register and accident records are completed daily or when necessary and staff ensure confidentiality is maintained at all times to keep children safe.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required the provider to take action.

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 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 parental permission is sought and clearly recorded with regard to seeking emergency medical treatment and/or advice
- ensure that the child protection policy clearly informs parents and carers of the procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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