

ABC Pre-School

Inspection report for early years provision

Unique Reference Number	EY301639
Inspection date	28 February 2008
Inspector	Glynis Margaret Kite
Setting Address	Ellesmere Road, Culcheth, Warrington, Cheshire, WA3 4BJ
Telephone number	07712 318530
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Registered person	ABC Pre-School Ltd
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?

ABC Pre-School registered in 2005. It is owned and managed by a limited company and operates from two rooms in the Methodist Church in the Culcheth area of Warrington. The setting has a fully enclosed outdoor play area and is within walking distance of local shops, parks and a library.

The setting opens Monday to Friday, term time only. On Monday, Wednesday and Friday it opens from 09.30 to 12.00. On Tuesday it is open from 12.00 to 14.30 and on Thursday it opens from 09.15 to 11.45.

There are 32 children on the register. There may be a maximum of 40 children from two years to five years on the premises at any one time.

The setting employs 10 staff, including the manager and a support worker. All of the staff working directly with the children hold recognised qualifications to level 3. The setting receives support from an advisory teacher from the local Sure Start support team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. Staff model good practice with regard to personal hygiene and ensure this is put into practice with children, for example, they make sure children wash their hands before having snacks and keep tissues in accessible places for the children. Effective procedures with regard to cleaning ensures the premises and equipment are cleaned routinely, which helps to prevent cross contamination. Children's health is further promoted because the staff implement an exclusion policy for sick children to reduce the risk of infections spreading.

Children learn about healthy foods through discussion, topics and by having healthy snacks while attending the setting. Toasted snacks, a variety of fresh fruit and vegetable sticks are offered everyday. Children also enjoy a variety of different foods as part of food tasting activities. The individual dietary needs of children are catered for because the staff retain written details for each child. Children are offered a choice of milk or water with their snacks. Some children are becoming more independent as they pour their own drinks while sitting at the table. However, evidence suggests that not all children are aware that they can access a drink themselves at any time. Children sit together in their key groups for snacks which promotes a sense of belonging to the group, helps to build positive relationships and promotes social skills. All staff have received basic food hygiene training.

Effective systems are in place for ensuring the safe handling of accidents and medication. The majority of staff have received appropriate first aid training. Required records are available, kept up to date and reviewed as part of the setting's risk assessments to identify any areas which pose a hazard to children.

All children benefit from good opportunities to engage in physical activities, both indoors and outdoors. Older children are offered extra opportunities to attend a dance class and a physical education class. The physical education class is also teaching children how to manage their own clothing, for example, taking them off and putting them back on and to manage different types of fastenings. During the dance sessions children learn how to move in different ways and control their bodies to create different shapes or hold a fixed position. Children move spontaneously around the setting with pleasure and confidence. Children negotiate space successfully and are beginning to show respect for each other's personal space. Children engage in lots of activities which require hand eye coordination, such as using tools for mark making, cutting and joining pieces together in the construction area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises which are safe, warm and welcoming. The premises are maintained to good standards of decoration and repair and are enhanced by the display of children's work and information for parents. The space is organised well to ensure children have freedom of movement and can make choices about their play. Children can freely choose quiet play or more noisy activities according to their interest and how they feel. Children benefit from having access to an extensive range of furniture, toys and equipment, which is suitable to their individual needs. The provision of good quality resources and regular checks by staff ensure the equipment is safe for use by children of all ages and stages of development.

Staff place a great deal of emphasis on safety both indoors and outside. Comprehensive risk assessments are in place as well as daily check sheets. Regular fire drills make sure children know what to do in the event of a real emergency situation. The feelings of children are considered during these drills and staff encourage children to sing a 'happy song' as they evacuate the building. Effective procedures ensure unauthorised adults do not have access to the premises as the doors are kept locked at all times. All visitors are required to sign in and out and are escorted around the premises for the protection of children. Additional risk assessments are completed prior to any visits taking place away from the setting to ensure the safety of children and staff take extra equipment with them in the event of accidents, there is also at least one member of staff present trained in first aid.

Children are safeguarded because the setting has in place detailed policies and procedures for identifying and reporting concerns. Staff know and understand the policies and understand the procedure to follow. There is a nominated person who staff refer their concerns to. All staff have access to relevant training and are supported well by the managers. Parents also have access to the policy and procedure with regard to child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled within the setting. Staff place a great deal of emphasis on helping children to settle so that they can begin to play and learn at their own pace. Staff plan and prepare an interesting range of activities for the children based on the Foundation Stage curriculum and the 'Birth to three matters' framework. Effective systems are in place for monitoring children's progress, such as written observations, photographs and the children's own work. The information gathered is used to help staff plan future activities for children.

Staff dedicate their time to playing with children at their level, talking and listening to what they have to say. Staff test children's recall and knowledge as they play through asking questions and supporting children in making decisions. Children are confident and play happily together or alongside each other. Children demonstrate their levels of confidence as they point out to a member of staff that she is not wearing her glasses for registration. Staff include children in the routine of the day and give them notice before change takes place, for example, staff inform children that there is five minutes to tidy up time, this gives children an opportunity to finish what they are doing. Children are given lots of free choice with regard to the activities they select, however, opportunities to use the computer are limited and the choice of books available does not promote positive images in different situations.

Staff promote language and mathematical development well. During registration children look at colour, shape, number and words as they discuss the weather, days of the week, how many children and adults are present and anything else that is relevant. Children are learning to recognise their names as they select them to put on the board and again to find their place at snack time. In addition, children choose to play in the mark making and maths areas, where they write, draw, cut, weigh, measure, match and make patterns.

Nursery education.

The quality of teaching and learning is outstanding. All staff have attended training in relation to the Foundation Stage curriculum. Staff use their knowledge and understanding effectively to plan a full and interesting range of activities for children to ensure they make good progress towards the early learning goals. Staff know the children well because they gather information

from parents about their children's starting points and also because they actively adopt a key worker system. Staff take time to plan together and use written observations, photographs and children's work to identify the next steps for children. Selected activities are evaluated as part of the ongoing assessment of the total provision. All children have a full written assessment of their progress at least once a term, which is completed by their key worker and shared with parents. Staff are confident in what they do and are committed to meeting the needs of children. They have a flexible approach to the planning and are willing to adapt activities to take account of children's interest. Children are enthusiastic learners. They become absorbed in chosen activities even when adults are not with them. Children show confidence in the choices they have made and play cooperatively.

Staff devote lots of time to helping children to settle into the routine of pre-school. As children are emotionally settled they separate from main carers with confidence. They are eager to seek out others to share their experiences and are very independent when selecting and carrying out activities. Children display high levels of involvement with activities and persist for extended periods of time. Children develop a sense of belonging as they have a place to put their own things and begin to recognise their own name as part of the self-registration system each day. Children talk freely about their home and the community in which they live, sharing their experiences with friends and adults. Children have a clear understanding of the boundaries set and the expectations on them with regard to their behaviour. Children show care and concern for each other, the environment and living things. For example, children ask each other for help with tasks, such as opening containers or passing things that another child can not reach. Children express a real sense of pride in their achievements, such as being creative. Children have a positive self-image and show they are comfortable with themselves.

Most children are very confident when it comes to speaking to others about what they want and the things that interest them. Children share their knowledge during group discussions. For example, when talking about the weather, a child tells everyone that you need to wear a coat outside because it is cold. Children ask lots of questions and listen when others are talking. Children enjoy story time and listen or join in at the right times. Children use language well for an increasing range of purposes, for example, sharing information about how they feel or for sharing play or stories. Children talk activities through, reflecting and modifying what they are doing. For example, while children are playing with mini beasts, they discuss and change what they are building for the bugs to live in as they are given more information about the bugs. Children are learning to distinguish sounds as part of the setting's focus for the week. Children can now identify many letters on their own and as part of words seen around the setting. Children use the mark making area well, they choose from a wide selection of equipment to make marks, cut and create pictures, demonstrating good hand eye coordination skills. Children select books as part of the daily routine but also independently and share with each other their favourite book. Children handle the books well and are beginning to understand that print carries meaning.

Children learn about mathematical concepts, such as number, shape, space and measure through daily routines and a full range of play activities. For example, some children are weighing small cubes on the scales, while others make patterns with them on boards. Children develop early counting skills as they participate in a range of activities throughout the day, such as counting the days of the week during registration, or how many children and adults are present. Children show good knowledge of numbers and use number language spontaneously in their play. Number is used accurately by children; they willingly count beyond 10 with the numbers in the correct order and some use their fingers to help them when counting. Children recognise some numbers, such as the number that represents their age or those used to mark the date. Children

are able to calculate when they need or have 'more than' or 'less than' during play. Staff provide some visual prompts to help children, for example, they hold up their fingers for the children to count. Some children recognise bigger numbers, for example, after registration it is identified that there are more children than adults present. Children's knowledge of shape is promoted well as they look at familiar objects around the room and discuss their shape, such as the windows and radiators. This is done in a casual way to hold children's interest.

Children differentiate marks on paper and use lines to enclose a space; some children do this free hand while others use rulers to create the lines. Children have lots of opportunities to be creative, using paint, coloured pencils and other materials. Some children identify their favourite colour and select this for all of their work. Children respond well to comments and questions and enter into a dialogue about their creations. Children have good opportunities to work on a large and small scale with construction materials, for example, children build with small wooden blocks on a table while others are making things with long pieces of plastic and rubber tubing on the floor. Some children make recognisable objects using plastic bricks, such as aeroplanes. Children engage in imaginative and role play using available resources, such as dolls and prams, dressing up clothes and tools. Children are totally engrossed in their play whether they are dressed as builders, working in the flower shop or going to the shops with their babies. Children play cooperatively as part of a group and at times chosen by themselves independently. Children benefit from opportunities to attend a dance class. Children enjoy this and follow simple instructions well. Children know the routine and begin the warm up session telling the teacher that this is what they do first. Children respond to the music, stopping and starting their movements at the right time. Children are becoming more confident and gaining control over their bodies as they begin to express themselves to the music.

Helping children make a positive contribution

The provision is good.

Children's needs are met effectively because staff gather a wealth of information from parents. Detailed records regarding children's starting points are completed and reviewed after a period of six weeks. Short visits are tailored to suit the needs of new children as they are gradually introduced to the setting. Staff show great care and concern for the children and treat them all with equal concern and respect. Children settle quickly with the support of staff. Children develop an awareness of the local community through a range of activities. For example, they participate in activities in the wider community and also receive visitors into the setting to help them with specific topics, such as safety or growing things to celebrating other festivals. Children have lots of positive images within the setting and resources which are readily accessible to them. Children are also learning about other cultures through additional language classes. In this instance, they are learning French. Staff are committed to providing an inclusive environment for all children and have effective systems in place to identify, monitor and support children with learning difficulties or disabilities.

The manager has high expectations of the staff to model good practice with regard to behaviour management. A clear policy is in place which identifies positive strategies, such as being consistent, implementing ground rules, talking to children and ensuring children are stimulated through activities. Children's confidence is boosted because they receive praise and encouragement from staff and are provided with opportunities to make choices and decisions about their play, which helps them to become more independent. Children are kind towards each other, share and take turns without prompts or guidance from staff and demonstrate very good manners. Children behave very well. Children's spiritual, moral, social and cultural development is fostered well.

Staff have established close and professional relationships with parents. All parents are greeted warmly by staff on arrival. They often exchange brief information about the children as children take part in the self-registration scheme. Parents are provided with a wealth of information about the setting, including policies and procedures which provide parents with information about how the setting operates and their expectations. Parents work closely with staff to help their children to settle in and to ensure all records are kept up to date. The partnership with parents of children in receipt of nursery education funding is outstanding. Parents are given lots of information in relation to the Foundation Stage Curriculum. For example, at the end of each term staff send home letters informing parents of what their children will be doing in the next term. Examples of the planning are included in the newsletter. Play plans are displayed in the setting for parents to access if they wish. These contain information about the learning intentions of activities; this helps parents to know what their children are doing. Parents are kept informed of their children's progress through regular reviews and updates with their children's key worker and by the sharing of the written assessments which are completed every term for each child. Parents are invited to contribute to their children's learning by supporting them at home with activities or by offering support within the setting, by contributing to displays, attending local trips or sharing their own skills and knowledge. Parents' views of the provision are sought through questionnaires, verbal discussion and a comments book. Parents have written extremely positive comments about the staff, the range of activities their children have access to and the progress, skills and knowledge their children have developed.

Organisation

The organisation is good.

Children are cared for by suitably qualified and experienced adults, who are committed to providing the best care and education to them that they can. Staff are supported well by the manager who ensures they all have regular opportunities to attend training. Robust recruitment and vetting procedures are in place to ensure children are protected well. Children benefit from appropriate levels of supervision from a team of dedicated professionals. All staff participate in a detailed programme of induction, followed by individual meetings with manager and annual appraisals.

The space and resources are organised well to ensure children can operate independently, make choices and play in a safe and secure environment. The required ratios are adhered to ensuring children's care, learning and play is positively promoted. Required records, documentation, policies and procedures are in place and implemented effectively to ensure children's needs are met consistently.

The leadership and management of nursery education is outstanding. The manager has a clear vision of how the setting should operate and ensures all staff adhere to the setting's policies and procedures through clear guidance and support. Staff are designated individual roles and responsibilities within the setting, demonstrating that their skills and knowledge are valued and respected. The delivery of the Foundation Stage curriculum is monitored closely as part of the setting's ongoing evaluations. The manager works alongside the staff to ensure she is fully aware of their needs and to be able to offer support. The staff team is consistent and they work well together, offering support to each other and sharing their skills and knowledge. The manager is fully aware of the strengths of the setting and any areas for development and actively seeks solutions. Plans to continue to develop the setting include opportunities for the staff to develop professionally through training in order for them to continue to support the individual development of every child attending.

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

Improvements since the last inspection

Not applicable.

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):

- review and develop the provision of fresh drinking water to make it more accessible to all children
- develop the range of books available to children to include more positive images and make the computer more accessible.

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