

Langho and Billington Pre-School

Inspection report for early years provision

Unique Reference Number	310282
Inspection date	11 March 2008
Inspector	Debra, Elizabeth Mitcheson
Setting Address	Langho and Billington Community Centre, Whalley Road, Langho, Blackburn, Lancashire, BB6 8AB
Telephone number	07986 255 643
E-mail	
Registered person	The Langho Pre-School Playgroup
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Langho and Billington Pre-School Playgroup operates from within the Langho and Billington Community Centre. The premises are situated on the main Whalley Road close to the rural villages of both Billington and Langho. The setting has sole use of the premises during its opening times of 09.00 until 12.00 Monday to Friday and 12.15 until 15.00 on a Tuesday, Wednesday and Friday. All openings are term time only.

Children can access the entrance hall, a large activity hall, a small activity/sitting room, toilet facilities and a secure outdoor play area with safety surface. There are separate staff toilet facilities, storage space and a kitchen area.

There are 39 children on register, 23 of whom are in receipt of funding, 13 of these are aged three years and the remainder are aged four years. The setting invites children with learning difficulties and disabilities and children who speak English as an additional language. There are seven staff members, three of whom hold level 3 qualifications and one who is working towards a level 3 qualification.

This setting is a member of the Pre-school Learning Alliance and receives support from the local authority Early Years Development Workers and Teacher Team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a healthy lifestyle at this nursery as staff promote a clean and healthy environment. They carry out basic cleaning practices and appropriate nappy changing procedures that include the use of plastic gloves, aprons and safe disposal of soiled nappies. Children model appropriate practices, which helps them learn the importance of their own personal hygiene. This is observed as children reach for a tissue as their peers advise them, 'your nose is running, go and wipe it'. They are also eager to wash their hands and faces before and after snack, recognising that this prevents the spread of germs. Most staff have up to date training in first aid which ensures that children are cared for if they have an accident, and there are clear policies and procedures to follow if children are sick. However, there are no members of the staff team who have completed training in food hygiene. This may compromise children's health as those preparing snacks are unable to demonstrate that they are fully aware of and complying with regulations in relation to food safety and hygiene.

Children are provided with regular drinks which are accessible in plastic jugs. They pour their own water at snack time and enjoy their choice of fruit, such as bananas and apples. They are developing a sound knowledge of nutrition as they comment on how there are vitamins in oranges. The setting has recently registered to provide full day care and although there is provision for a hot midday meal, parents provide their children with a packed lunch. Consideration is given by the staff and parents in relation to providing children with healthy nutritional foods and they are aware of what can be stored safely. They are also supportive of the group in relation to their voluntary contribution of monies to the setting's 'fresh fruit fund'. This provides staff with resources to purchase a good selection of fruits and snacks to meet the dietary requirements of the children.

All children have access to the book corner or ancillary room used for quiet activities. These areas are also used by the children to take a rest or midday sleep. Children stretch out and relax on the scatter cushions after they return exhausted from their play in the continuous outdoor provision. Children are observed to engage in activities that challenge and promote their physical development. They practise their skills of coordination, skipping, running and balancing as they play hop scotch, jumping hoops and doing wheelies on the bikes, and work well together as a team in skilfully building bridges and a mini assault course. Children continue to make good progress with their finer movements as they handle tools, objects and construction safely and with increasing control, for example, scissors and building bricks during indoor activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and adults are provided with a welcoming environment. Staff are creative in adapting the community hall into a place conducive to learning. They do this by displaying children's artwork which includes a winter frieze, Easter egg pictures and lots of children's pictures that demonstrate their artistic talents. There is also a satisfactory range of child-orientated fabrics and furnishings throughout the setting, all contributing to the friendly, warm environment. Storage and organisation of most toys and resources are adequate to enable children to explore

and make their own choices in a variety of areas of play, such as imaginary, messy, reading, arts and crafts and physical play.

Children have access to a variety of toys, equipment and play materials that are age and size appropriate. These also support the developmental needs of the range of children being cared for. Furnishings and equipment that encourage learning are in good condition. Children at this setting are safe and protected from hazards. This is because policies and procedures have been established and risk assessments are used to prioritise their safety, for example, fire drills and effective recording of children during arrival and departure times. Children are observed to take responsibility for their own safety as they remind each other to 'walk, not run' and 'be careful not to step on fingers' as they go up the slide behind their friends.

Most staff have a sound understanding of their roles in most aspects of child protection. They understand the signs and symptoms of abuse and who to report concerns to. However, this understanding has not been updated in line with Local Safeguarding Children Board guidance and does not include procedures to follow in relation to an allegation being made against a member of staff at the setting. This does not ensure the children's welfare is safeguarded at all times.

Helping children achieve well and enjoy what they do

The provision is good.

All children are thoroughly enjoying their time at this setting. They wave their parents goodbye at the window and snuggle into the arms of their key worker, who responds sensitively to their needs and provides them with the reassurance that 'mummies and daddies will be back soon'. Children have their 'special friends' and are enthusiastic at circle time where they are eager to say good morning and good afternoon to everyone. They participate in a varied selection of purposeful and interesting activities. These include book corner, dough, technical drawing boards, construction, home corner, a painting easel, dressing up, sand, outdoor play and large indoor apparatus. They are confident in making their own decisions as to which of these activities they choose to participate in, and these activities are observed to be thoughtfully planned in line with the 'Birth to three matters' framework and Foundation Stage. The majority of children are confident speakers and have a rich vocabulary. They are beginning to use talk in imaginary situations, another strong area of development. They imitate spacemen walking on the moon as they say, 'spacemen walk like this because the moon is spongy and they need to run fast to get away from alien beings'.

A key worker system enables staff to get to know their children well. They observe the child's development and make a mental record of their progress in conjunction with information shared with parents. This helps staff understand how the child develops and provides them with the knowledge to take them forward in their next steps of learning. The involvement of this experienced, mature and skilled staff team contributes to the effective implementation of planned activities and play opportunities which assist children in making good progress in their physical, social, emotional and intellectual capabilities.

Nursery Education

The quality of teaching and learning is overall satisfactory and the children are making sound progress in all of the six areas of learning. This is because the staff are able to verbalise a sound knowledge and understanding of the Foundation Stage, resulting in appropriate planning and provision for a wide range of purposeful activities. Most staff use effective teaching methods

that include appropriate questioning to challenge thinking and help children problem solve in the various aspects of their learning. Positive interaction from the staff enriches the children's experiences in these activities, for example, developing a discussion on floating leads to a discussion about objects that sink. Staff are beginning to evaluate daily activities through observation but these are not recorded, making it difficult for parents and new staff members to identify with the children's current and next steps in learning.

Children in receipt of funding are observed to have a positive attitude to learning and approach all activities with natural interest and curiosity. However, this is sometimes inhibited by large group activities, where younger children also participate. Staff are mindful of this and are already being more creative, within the constraints of the building, in providing smaller group work. Children's knowledge of technology is basic and they are unable to fully utilise the setting's computer and printer as the storage and display of this equipment is unsuitable for smaller children to reach. They are, however, confident speakers and engage in purposeful conversations with peers and staff. They chat merrily at snack time about their weekend experiences that have included attending birthday parties and buying lots of Easter eggs for family members. This confidence is shown during creative activities where children show their mark making skills with staff and draw 'aliens from out of space' before adding their names beneath these works of art.

Most children demonstrate their developing skills in literacy and freely access the book corner to imitate staff at story time. They follow the story of a familiar book as they sit on their key worker's knee. At this time children show their knowledge and understanding of the world and growing awareness of cultural beliefs as they discuss Shrove Tuesday in relation to making and tossing pancakes. There is a similar interest in mathematics where some children demonstrate advanced levels of addition. They carry out a head count of 26 children at circle time and relate addition to combining two groups of objects and subtraction to 'taking away' during a board game of 'ladybirds'.

Helping children make a positive contribution

The provision is satisfactory.

Partnership with parents and carers for nursery education is satisfactory, as it is throughout the whole of the setting. Staff work closely with them to meet the individual needs of their child. New children complete 'All about me' books with their parents prior to being involved in introductory sessions. Sound systems are in place for sharing information on the care and education for children and include daily discussion, a parents brochure, newsletters and a noticeboard with relevant information regarding the Foundation Stage and 'Birth to three matters' framework. This ensures that parents are aware of their children's learning and have the opportunity to contribute their ideas which may be included in the activities provided. Parents have access to their children's files of work which demonstrate the sound progress children are making. Parents are observed to be relaxed and comfortable in addressing their child's day with staff. They are eager to support the setting and contribute willingly to fund raising events and donations towards the setting's 'fresh fruit fund'. A comprehensive set of policies and procedures provide them with details on the care and education of their children and procedures that are followed in relation to raising any issues about the care and education of the children.

There are appropriate arrangements in place for all children, especially those with learning difficulties and disabilities. These include additional staff support and the involvement of outside professionals to ensure that they are highly valued, included and treated equally and

fairly. The arrangements also include disabled access to the building and toileting facilities. Children benefit from a satisfactory range of activities and resources which help them value diversity. They engage in a variety of activities, such as celebrating religious festivals and sharing positive images of males and females in topic books. Children comment on how pancakes were flipped on Shrove Tuesday and lick their lips as they talk about eating Easter eggs on Easter Sunday.

Staff caring for children are able to manage a wide range of children's behaviours in a way that promotes their welfare and development. There is a written statement on behaviour management. The methods used are discussed with parents and include explanation, offering distraction with another activity, praise and the guidance of sensitive staff who present themselves as positive role models. As a result of this, children demonstrate very positive caring attitudes to others. Staff throughout the setting are enthusiastic, caring, calm and consistent in their approach. This helps promote the children's self-esteem. They all relish the praise given by the staff team for their achievements, which are recognised with verbal praise and stickers. Children beam with smiles as they proudly show their stickers for achieving 'a good job done' as they managed to jump long distances between hoops during outdoor play. Children's behaviour throughout the setting is exemplary. They are very kind and considerate to each other willing to share and use very good manners. They help each other fasten buttons on their coats and say 'excuse me' as they squeeze passed their peers and staff to get to another activity. Overall, children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Adults providing day care follow a satisfactory vetting procedure during the recruitment stage of employment. These procedures determine the suitability of those caring for children at this time. Staff are deployed effectively within the premises to support the safety, welfare and development of children and are managed by a committee who appoints a qualified manager to run the group, and there is a named deputy to take charge in her absence. The group has recently registered to provide full day care and ensures that at least half of the staff hold an appropriate qualification in childcare. The committee has shown a commitment to training as a means of keeping staff abreast of current childcare practices by attending further courses which include National Vocational Qualification in Childcare and Education, First Aid, Food Hygiene and Early Years Foundation Stage courses (EYFS).

Most records, policies and procedures which are required for the safe management of the provision and promote the welfare, care and learning of the children are sufficiently maintained. These include children's detail sheets, attendance register, permission sheets, and accident and medication records. These are stored with confidentiality in mind and are retained for a reasonable period of time.

The leadership and management of the nursery education is satisfactory. The manager carries out the day to day operation of the setting. She has a staff team of seven, four of whom are qualified in childcare. She has overall responsibility for the 'Birth to three matters' framework and Foundation Stage curriculum. Written assessments are not available on-site as they are being updated in line with the advice of the Teacher Training Team. However, the manager demonstrates a good working knowledge of the children's individual development against the stepping stones. Although, these were unclear in relation to children's starting points, and are therefore not comprehensive when informing parents and new staff of children's current and future learning needs. All activities are planned and evaluated in line with procedures and with

the support of the early years teaching service. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection issues were raised in relation to children enjoying and achieving at the setting in relation to teaching methods, planning and assessment. The setting has developed skills in how they question to enrich children's learning and has made some improvement in how they plan and assess the children's progress towards the early learning goals. However, these are still unclear in relation to the children's starting points against their progress of the stepping stones and therefore another recommendation has been raised at this inspection.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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 those responsible for the preparation and handling of food are fully aware of, and comply with, regulations relating to food safety and hygiene
- develop the child protection policy in line with recent changes to regulations

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 appropriate access to equipment and activities that support children in their identification and use of everyday technology
- ensure that systems used for the planning and assessment of funded children are clear in relation to their starting points to identify and promote their current and future learning needs

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