

Staining & Normoss Pre-School Playgroup & Out Of School Club

Inspection report for early years provision

Unique Reference Number	309489
Inspection date	04 June 2008
Inspector	Anna Barnes
Setting Address	Mill Lane, Staining, Blackpool, Lancashire, FY3 0BL
Telephone number	01253 895 860
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Registered person	The Trustees of Staining & Normoss Pre-School
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 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?

Staining and Normoss Pre-School Playgroup has been part of the community for over 30 years offering pre-school and out of school care for children of families in the villages as well as from neighbouring Poulton and Blackpool. The facility is run by a committee which continues to be well supported by parents. The pre-school operates from 09.15 until 11.45 and the out of school from 08.00 until 09.00 and from 15.30 until 18.00 each day. The out of school club also runs from 09.00 until 12.00 and 13.00 until 16.00 during school holidays. The pre-school and out of school club must not operate at the same time. The group operates within its own building and facilities are all on ground level comprising of one main playroom, a kitchen, bathroom, storage room and staff facilities, with an outdoor play area and adjacent public park.

A maximum of 25 children may attend pre-school and a maximum of 24 children may attend the out of school care. There are currently 21 children on the register of whom eight are in receipt of funding for nursery education.

There are three staff employed and there are parents who help on a rota basis. The required ratio of qualified staff is maintained with staff who are qualified in early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean environment where staff generally implement suitable procedures and practices which meet the children's physical, nutritional and health needs. Children demonstrate an understanding of simple health and hygiene practices and are learning to take responsibility for their own self-care routines. For example, they use the toilet independently and wash their hands using the accessible soap and paper towels provided. Staff talk to the children in order to reinforce their hand washing and toileting routines in a positive way. However, the practices of allowing children to have access to and use of a shared towel, together with serving snacks directly on to the table top when children have been laying their heads there, demonstrate that procedures are not always consistently maintained to prevent the spread of infection.

Children are well protected because parents provide sun cream and staff encourage the children to wear their sun hats before going outdoors. The accident, medication and sick child policy is well adhered to. Three staff hold a current first aid certificate, which further supports children's health and safety.

Children are well nourished and enjoy a wide variety of snacks, for example, pineapple, raisins, breadsticks, cucumber and carrots. Children are able to access fresh drinking water throughout the day to ensure they are well hydrated. The children's dietary needs are discussed with the parents and efficiently recorded to ensure that the individual children's needs are met. Some children enjoy the responsibility of pouring their own drinks; this enhances their hand-eye coordination and independence skills. The children's understanding of healthy eating is extended as they enjoy learning about good foods and bad foods during discussions with staff. Staff also enhance parents' understanding of healthy living through appropriate guidance provided in the pre-school introductory material, suggesting healthy options for their children's packed lunches.

All children regularly use the outdoor area, which actively develops their physical skills. They confidently run around the area, moving with control and coordination as they negotiate the space. Children push and ride the wheeled toys skilfully. They develop their skills as they enthusiastically and confidently climb up and down steps using control and coordination. However, there is an insufficient range of outdoor play equipment available to children that is challenging, to enable them to learn new skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are provided with a bright and welcoming environment. The premises are secure and the system for managing access to the building is effective. Children are looked after in a safe and secure environment so that they can feel confident and protected. Children are developing an understanding of safety through explanations from staff regarding running down the corridor to the bathroom and discussion around the safety regarding tidying toys away so they do not fall over them. Fire evacuation practises and a visit from the road safety officer reinforce the children's understanding of fire and road safety.

Children are suitably protected because staff have sufficient understanding of their role in protecting them from abuse and are able to put appropriate procedures into practice if needed.

The pre-school group is arranged into separate learning areas to allow children to move independently around all areas of play and learning. The environment is welcoming and includes a quiet, comfortable area and easily accessible resources. There is a suitable range of resources which is appropriate to all the children's ages and stages of development. These are effectively arranged in most areas to allow children to make individual decisions about their play and learning.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter the nursery confidently and enthusiastically and settle into their chosen activities with ease. They enjoy positive relationships with staff, who greet them individually. The free play sessions encourage children to continually make choices in their play. They freely link up with friends and move from one activity to another. For example, they spend lots of time playing with the castle and small figures, painting at the table and using their imaginations and role play as they delight in hiding in the large tent. Children frequently use their initiative. There is a key worker system in place to ensure children are cared for by familiar adults who support and encourage them. However, children's observation and assessment records are not consistently maintained or clearly link with the 'Birth to three matters' framework. As a result, staff are not always fully aware of how they intend to meet children's individual needs appropriately to inform future planning.

The school age children enjoy a range of activities laid out by staff. They show interest in the activities on offer and enthusiastically play with the small world toys such as the castle and board games. There is a good balance of quiet and more interactive activities including colouring, drawing and using stencils, however most children wanted to play football in the outside area. Activities are self-selected from those laid out by staff, however children are able to ask if they would like alternatives from the store cupboard. This increases their independence.

Nursery education

The quality of teaching and learning is satisfactory. Children are making steady progress as staff have a sound understanding of the Foundation Stage and are providing a range of activities and experiences which encourage children to learn and make satisfactory progress. There are some planning systems in place that link to the Foundation Stage. Staff have developed assessment systems for observing and monitoring children's progress, however, records are not consistently maintained to inform children's progress. Staff have some knowledge of children's progress, however, they do not use this information effectively to identify what children need to learn next, in order to inform planning.

Children have a positive attitude to learning, are interested in the range of activities and initiate positive interactions with others. Children are confident communicators and mostly listen well in a large group when the visitor arrived to talk about road safety. They enjoy looking at books, skilfully turning pages and talking to their peers about the pictures. They sit and listen as staff read a story, asking questions and joining in. Some children are beginning to recognise and write their own names on their work; they practise writing letters in the mark making area set up as an office. Others enjoy different opportunities to explore and learn to make marks during

painting. Children take great delight in skilfully making lists in the diary and making telephone calls using the mobile phones.

Children are encouraged to link sounds to letters through daily routines and activities by staff, for example, encouraging them by sounding out 'E for Emma' and when they identify their own name card at registration. Staff encourage children's counting skills as they count together recognising number patterns, comparing and sorting by colour and size, as well as doing simple calculations in order to challenge older children.

Children explore and experiment with different mediums such as sand, water and play dough, where they learn about weight and capacity. They regularly construct with a purpose using a variety of easily accessible resources. Children have the opportunity to investigate and be curious when they have the opportunity to handle snakes, spiders and lizards when the 'bug man' comes to visit.

Overall, children are making satisfactory progress towards the early learning goals given their starting points.

Helping children make a positive contribution

The provision is satisfactory.

Children are learning to behave well in response to clear explanations given by staff. They are confident within the routines of the pre-school and respond generally to the staff's expectations. Children feel a sense of belonging and are able to make a positive contribution due to the warm and friendly welcome they receive as soon as they arrive at the group. Children have various opportunities to learn about different cultures and religions as they look at positive images, books and utensils, experience food tasting and make dragons to celebrate Chinese New Year. The children delight in dressing up in various outfits. They also celebrate Diwali, together with traditional celebrations such as Christmas, Easter, Mothers Day and Fathers Day.

There are systems in place to support children with learning difficulties or disabilities and the designated member of staff is aware of the importance of working closely with parents and other agencies to support children's individual needs. Children's spiritual, moral, social and cultural development is fostered.

Parents are warmly welcomed and speak to staff when they collect their children, which contributes appropriately to the well-being of the children. A noticeboard and detailed policies provide parents with information about the setting.

Partnership with parents and carers is satisfactory. Parents have access to information about the setting from the noticeboard, detailed policies and procedures. The group operates a key worker system and some parents informally discuss what their children have done with the staff at the end of the session. However, parents do not receive information about the educational curriculum to assist them in supporting their children's learning at home.

Organisation

The organisation is satisfactory.

All the required documentation which contributes to children's health, safety and well-being is in place. Effective recruitment and vetting procedures are in place to determine the suitability of staff members in order to safeguard the children attending the pre-school. However, the

child protection and complaints policy are not fully up-to-date, therefore parents may not be fully informed regarding this procedure.

There is a positive attitude to training and staff appraisals highlight individual training needs to help maintain the children's care and learning. Space within the nursery is creatively organised to enhance the play opportunities for children.

Leadership and management are satisfactory. A stable staffing structure enables staff to work as an enthusiastic and supportive team. Staff meetings ensure consistency in maintaining outcomes for children. There are procedures in place to monitor the overall provision through questionnaires to the parents. The nursery liaises with advisors from the local authority to improve the quality of education they are providing for the children.

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 it was agreed to attend to the actions raised in relation to first aid training, informing Ofsted of changes and displaying the certificate of registration. Staff have now undertaken training, the certificate is displayed and staff are aware of their responsibilities regarding informing Ofsted of changes.

The recommendations under nursery education were to improve the environment to include more numbers and words for children to recognise, develop staff's skills in questioning and develop systems of planning and assessment to include learning outcomes and future planning. Since then the environment has been improved as staff have introduced a range of bright and colourful posters containing numerals and letters, and from observations during the inspection it is evident that their questioning skills have improved. Some improvements have been made to develop the planning and assessment systems with the introduction of new documentation.

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 complaint record may contain complaints other than those made to Ofsted.

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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):

- continue to develop children's knowledge and understanding of healthy living and the importance of hygiene
- review and update the child protection and complaints policy in line with the Addendum to the National Standards.

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):

- further develop the assessment procedures identifying children's learning in order to inform future planning (also applies to care)
- further develop planning and consistently identify children's next steps in order to inform future learning
- develop the range of outdoor equipment ensuring it is sufficiently challenging to enable children to learn new skills
- review and develop systems to keep parents fully informed about the curriculum.

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