

# Ushaw Moor Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY365509
<b>Inspection date</b>	30 April 2008
<b>Inspector</b>	Andrea, Jane Lockyer
<b>Setting Address</b>	Silver Tree Primary School, Durham Road, Ushaw Moor, Durham, DH7 7LF
<b>Telephone number</b>	07795022917
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Ushaw Moor Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Ushaw Moor Pre-School has been registered in its new premises since October 2007. It is located within the main building of Silver Tree Primary School, in the Ushaw Moor area of County Durham. Local amenities and transport systems are within walking distance. The pre-school is based in one core room and children have access to their own toilet facilities, an enclosed outdoor play area, as well as the school yards and playing field. The pre-school is registered to care for a maximum of 24 children from the age of three years to five years and are in receipt of funding for children aged three and four years. The facility is open from Monday to Friday 09:00 to 11:30, and 12:30 to 15:00, term time only. Children who attend the pre-school are from the local and surrounding areas. There are currently 55 children on roll, all of whom are in receipt of nursery education funding. There are four staff who work directly with the children, all of whom hold a recognised childcare qualification to National Vocational Qualification level 3. The pre-school receives support and training opportunities from the local authority and has the support from a link teacher within the school.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

High standards of hygiene are consistently maintained throughout the premises. Staff effectively implement a comprehensive range of policies and procedures, which protect children from cross infection and illness and ensure that their individual health needs are met. Children are developing a good understanding of the importance of hygiene and personal care. They manage their own personal health care and hygiene very well, for example, as they wash their hands after visiting the toilet, before handling food, after art and craft activities and take a rest after physical activity. Staff actively promote children's learning in this area by inviting visitors into the group, such as a hygienist and dental nurse to do activities and discuss with the children the importance of hand washing and looking after their teeth. Activities, such as helping to wipe tables, wash toys, wash their own cups and plates, and discussions increase children's awareness of how to maintain their own health needs.

Children are developing a good understanding of the benefits of a healthy diet. They are able to make their own choices from a selection of fresh fruits and vegetables at snack time and help themselves to drinks from jugs on the table or from the water cooler. They have enjoyed taking part in a healthy eating topic where they made fresh fruit smoothies, took part in tasting sweet and sour foods and trying fruits that were not familiar to them. They also made a display of a graph showing foods that they thought were healthy and not healthy. Good communication with parents and comprehensive records ensure that children's individual dietary needs are met well.

Children enjoy a wide range of well planned and spontaneous activities, which contribute to their good health. Each day there are outdoor and indoor activities which help them to develop increasing control of their bodies and enjoy being active, such as balancing on beams, jumping in and out of tyres, planting flowers, using hula hoops, bean bags, kicking and catching balls. They particularly enjoy warming up exercises where they jump, wiggle, run and stretch as different types of beans. In appropriate weather children have independent access to the outdoor play area and are able to engage in a variety of activities. All children are able to rest according to their individual needs.

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

The provision is good.

Children enjoy comfortable premises that are warm and welcoming. Comprehensive safety procedures are in place and effectively carried out by staff, ensuring that children are able to explore the indoor and outdoor environment independently and safely. Staff are vigilant in their supervision of children and are deployed effectively when the doors to the outside area are left open. The premises are secure ensuring that unauthorised persons can not gain access. Children are developing a good sense of safety and an awareness of how to protect themselves from harm, for example, as they carry out fire drills, take part in road safety role play, discuss the importance of holding their parents' hands when out and the risks of 'stranger danger'. They have also enjoyed visits and discussions from the police, fire officers and local lollipop person. Staff give reminders to children to pick up toys so as not to fall over them and not to run on slippery surfaces, which help children to learn about keeping themselves safe through their daily routine.

Children have very good opportunities to freely choose from a broad range of good quality activities and resources that are stored accessibly at child height. As a result, they are learning to make choices and gaining confidence and independence.

Children are well protected. Staff have good knowledge of child protection issues and the procedures to follow in line with the Local Safeguarding Children Board. This ensure children's welfare is safeguarded and promoted.

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

The provision is good.

Children's care arrangements are thoroughly met as a result of staff being aware of each child's individual requirements and ensuring that all children are well supported. Children have good relationships with staff and with each other, giving them a sense of security and confidence. All children arrive confidently and quickly settle into the group, seeking out friends and activities they want to play with. They have a good sense of routine and know what is expected of them. They are well supported by staff, who know them very well and who inspire them with their own enthusiasm, thereby enhancing children's enjoyment and learning. They achieve well because staff are skilled and provide consistently high standards of care and well planned activities which challenge them. Children engage in a broad range of stimulating and enjoyable activities. They select freely from well organised accessible storage and are skilfully guided by staff into participating in a full variety of activities.

Nursery Education.

The quality of teaching and learning is good. Staff have a thorough understanding of the Foundation Stage, and children are making good progress towards the early learning goals. Plans ensure that all areas of learning are covered and set out how children of different abilities will be challenged. There is a good balance between planned, adult-led activities and child-led activities, allowing children to contribute actively to their learning and pursue interests at their own pace. Staff are perceptive to children's interests and intervene sensitively with questions and suggestions to challenge and extend their thinking and learning. The progress of children's learning is constantly monitored and evaluated in order to plan their next steps in learning and help them to achieve as much as they can.

The children are self-assured and have a positive attitude towards learning. They thoroughly enjoy exploring the wide range of interesting learning opportunities available to them, such as water play, role play, clay modelling, outdoor play, music and making animal masks. They are confident, independent and take pride in their achievements. They show kindness, are helpful towards each other and behave very well. They relate well to staff, adults and peers and talk freely about their home and community.

Children's speech and language skills are good. They talk confidently about their activities and interests, in nursery and at home and initiate conversations with ease. They are able to communicate their ideas and wants to each other as they act out scenarios in the role play area. Older children are confident in giving instructions to others as they are taking photographs. All children's enjoyment of books and development of literacy skills are evident as they listen with concentration to stories, choose and look at books independently and handle them correctly. They know that marks have meaning and are developing early writing skills. Older children are able to write their own names, sound out the letters of their name and make comparisons between the same letters in other people's names.

Children are making good progress in developing their mathematical skills in planned activities, free play and the group's daily routines. For example, as they select a number program on the computer, click on the required number, and count the correct objects to match the number, touch pegs they have used counting to 11, or counting how many small bottles of water it takes to fill a big bottle. Most children are beginning to calculate well in terms of size and number, such as deciding on whether they need a long or short piece of train track to fit it all together, and by discussing with staff that if they need five children for a song and they already have two how many more children do they need. Some children correctly identified who had more or less pegs and then counted them out to find out. There are limited opportunities for children to recognise numbers as labels.

Children are observant and show curiosity about the world around them and the experiences of their senses, such as the variety of textures of materials used in creative work, the feel of glue, how the feathers are tickly, and that the clay has gone hard so they need more water to make it soft. They explore their taste buds as they try different sweet and sour foods and learn about living things as they handle pets that parents have bought in from home. Children are developing a good sense of time and talk about recent and past experiences. All children benefit from positive images and planned activities that teach them about different cultures or beliefs. Children are confident about using modern technology, such as controlling the computer and mouse, selecting programs and using a camera.

Through well planned physical activities, children are learning to move their bodies with increasing control and skill, developing hand-eye coordination and balance. For example as they balance on beams, jump in and out of tyres, use scissors to cut out the required shape and manipulate clay to make an animal of their choosing. Children are aware of the changes in their body, as a result of physical activity and choose to take a rest or a drink when they need it.

Children explore a wealth of media, such as sand, water, rice, clay, soil, paint and dough. They enjoy a range of craft and construction activities where they learn to handle equipment, such as scissors, pencils and construction resources with increasing control. They experiment with paint and learn that mixing different paints will make another colour. Children enjoy making animal masks from different textured materials of their own choosing and enthusiastically make rhythms and sounds using a variety of musical instruments. Some children happily sing to themselves whilst involved in activities throughout the session.

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

The provision is good.

Children access a good range of activities and resources which increase their awareness of diversity, for example, celebrating Chinese New Year, Divali, American Independence Day and having daily access to toys that reflect positive images of race, culture and gender. However, there are limited resources that increase children's awareness of people with learning difficulties and disabilities. Children also enjoy discussing holidays around the world and looking at maps of where they have been or where they are going. Children have good opportunities to learn about their local community and environment through well planned topics, such as 'their families' and seasonal themes.

Staff have realistic expectations of children's behaviour. They implement a range of very good strategies to promote positive behaviour that help children to understand right from wrong. Children respond positively to meaningful praise and sensitive encouragement, which contributes

to their social skills, confidence and self-esteem. They willingly help tidy up, share activities and games, and help one another with activities and personal care, for example, older children happily help younger children to put on their coats and shoes. They show care and concern for each other and behave extremely well. Children are actively encouraged to share their views and opinions and make their own choices. This helps them take responsibility for themselves and others and promotes a strong sense of self and belonging.

Partnerships with parents are good. Children benefit from positive relationships between staff and parents. Good verbal and written communication ensures that children's individual ongoing needs are met extremely well. Policies, procedures, a welcome pack, progress files and a notice-board ensure that parents are kept well-informed of all aspects of the childcare practice, and about the care, welfare and progress of their children. However, children's individual progress files are not readily available for parents. Staff actively seek the views of parents on the provision and the care of their children through daily communication and the parents' committee. As a result of good practices within the group, children's spiritual, moral, social and cultural development is effectively fostered.

### **Organisation**

The organisation is good.

Children are well cared for and play and learn successfully because effective organisation underpins the work of the setting. Comprehensive policies and procedures are up to date and implemented effectively, helping to keep children healthy and safeguard their welfare.

Children benefit from the support and encouragement of very well qualified staff, effectively deployed in a key worker system, providing stability and security. The familiar routine of the group provides children with a sense of structure but flexibility ensures that individual needs are met. The well organised environment means that children can move around freely and play safely with independence to access all activities and manage their personal care.

The development and progress of children towards the early learning goals is enhanced by the good leadership and management of nursery education. Children benefit from a strong, well qualified team, lead by a committed and enthusiastic manager. The continuous commitment to reflecting on practice ensures improvement is always being sought in the standards of care and education offered and the quality of children's experience. 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 registration 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

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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 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):

- provide a range of resources that increase children's awareness of disability and learning difficulties

#### **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 the opportunities for children to recognise numbers as labels
- ensure that parents have regular access to their children's progress files/assessments.

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)