

# Eyrescroft Pre-School and Out of School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY361299
<b>Inspection date</b>	17 June 2008
<b>Inspector</b>	Susan Sykes
<b>Setting Address</b>	c/o Eyrescroft School, Eyrescroft, Bretton, Peterborough, PE3 8EZ
<b>Telephone number</b>	01733 332 494
<b>E-mail</b>	
<b>Registered person</b>	Pre-School Learning Alliance
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School 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?

Registered under its current ownership in 2006 in the new premises in 2007. The group is managed by the Pre-school Learning Alliance and operates from a self-contained mobile situated within the grounds of Eyrescroft Primary School. A maximum of 52 children may attend the setting at any one time. The pre-school is open Monday to Friday from 09.00 to 15.00 with a lunch club from 11.30 to 12.30. A group for the younger children to attend with parents runs on Thursday from 13.30 to 15.00, all term time only. An out of school club is open from 15.00 to 18.00 during term time and a play scheme operates from 08.30 to 17.30 for most of the school holidays. All children have access to a secure enclosed outdoor play area.

There are currently 86 children aged from two to under five years on roll in the pre-school and 26 children on roll for the out of school club. The setting supports children with learning difficulties and/or disabilities.

The setting employs 12 members of staff of whom the majority hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health in the pre-school and out of school club is protected as staff follow good practice to enhance this aspect of their care and development. They teach children the importance of personal hygiene through daily routines such as washing their hands after using the toilet or before eating and provide all the equipment they need to wash their hands independently such as liquid soap and paper towels. A firm ethos of encouraging sick children to stay at home reflects the written policy, ensures their well-being and protects other children from cross-infection. The majority of staff hold appropriate first aid certificates and well-stocked first aid boxes ensure staff can respond to minor injuries.

Children in the pre-school increase their understanding about a healthy lifestyle. They enjoy nutritious snacks during the session such as a selection of fresh fruit. Children in the after school club benefit from substantial snacks to meet their needs after their day at school. They choose from a snacks such as pasta, toast or crumpets and a selection of fruit. Adults are vigilant to ensure they take account of the parents' wishes and the children's choices and dietary needs, ensuring children receive appropriate nutritional foods. Children develop their social skills through eating their snacks and meals together. However, children in the pre-school often eat their snacks directly off the table top which exposes children to the risk of cross-contamination and does not consolidate their understanding of expected social skills such as using plates when eating. Children have some access to fresh drinking water although in the pre-school they are expected to request this between snack or meal times when indoors. This does not encourage their independence skills whenever they need to have a drink.

Children in the pre-school and out of school club enjoy a wide range of activities which contribute to their good health, both indoors and out. Pre-school children enjoy, for example, music and dance activities, as well as physical exercises indoors as they participate in energetic action songs. Children have good opportunities to use small scale equipment safely to develop their finer manipulative skills, for example, threading, jigsaw puzzles and using scissors. Large scale equipment outdoors develops their large physical skills as they, for example, balance along the low level beam or use the trampoline with confidence. They use scooters, bikes and 'ride-in' toys manoeuvring around obstacles with ease, demonstrating an awareness of space. Activities such as these also help children to gain a healthy disposition to fresh air and exercise.

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

The provision is satisfactory.

Children and parents using the pre-school and out of school care receive a very warm welcome from staff who ensure the environment is ready for them when they arrive. The activities and resources provided are clean, safe and appropriate for the children's age and ability. Appropriate safety precautions are in place to help to protect children from potential hazards, for example, electric socket covers and cupboard locks. A visual daily risk assessment identifies hazards which are addressed before children attend. All visitors to the setting are closely monitored and a signing in system ensures all adults are accounted for and attending the setting for a legitimate reason and also safeguards both children and adults in the event of an emergency. Fire drills are held regularly and these are recorded, evaluated and used to improve future evacuations, thereby promoting children's safety.

Children are beginning to learn to keep themselves safe as, for example, they are asked not to run indoors in case they fall and hurt themselves and they show an understanding of the boundaries in place to keep them safe, for example, they point out to others not to run down the steps to the outside area. These clear boundaries within the setting to promote their safety and are always followed by clear explanations for the required behaviour by staff so that children can fully understand the importance of such practices. This is further consolidated by activities within the setting such as promoting road safety helping make children aware of how to stay safe when out. However, on occasions, the supervision of children does not fully protect them from accidental injury, for example, when staff are engaged with other tasks. Furthermore, children being collected from schools for the out of school club are not fully protected during the transition between settings. One member of staff is dispatched to collect children which leaves them vulnerable in the event of an emergency on route.

Children are protected from harm. Staff have a thorough understanding of child protection issues and their responsibilities in this area. Children's safety and well-being is promoted as staff remain vigilant with regard to existing injuries that children have from outside of the setting and record this information and use this to monitor children as appropriate.

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

The provision is good.

Children separate well from their parents and carers as they come into the pre-school and are happy, secure and settle quickly into their own routine. They feel a sense of belonging as they put their coats onto their pegs, self-register and select which activity they wish to participate in. Their daily experiences at the pre-school are enhanced by staff who are responsive and participate in their play experiences supporting and guiding as appropriate. This creates a positive, caring environment where children receive consistent care. Children are confident and their self-esteem is bolstered as they are given praise and encouragement from staff, for example, as they tidy up toys or achieve in their chosen activity, for example, as they complete a jigsaw whilst naming the colours correctly. Relationships between staff and children are positive. Staff extend learning with appropriate questioning in the activities they are assigned to for the session.

Children in the after school club participate in a varied range of activities. They join with other children who attend and instigate their own play, for example, as they make space ships out of Stickle Bricks or participate in art and craft activities. They use the outdoor area to play, for example, ball games or ride the bikes and scooters. Children are able to relax and play or continue their school or homework as staff assist with projects, for example, designing a poster to be displayed about Bangladesh which furthers children's knowledge and builds their self-esteem as their work takes pride of place on the display board.

### **Nursery education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. The learning environments provide children with play opportunities in all six learning areas supporting their all round development. Children are able to initiate their own play around the setting in, for example, in the writing area, develop their skills on the computer, play creatively in the role play area, use construction resources such as lego on table tops and on the floor or go participate in art and craft activities. This freedom of choice allows children to explore and experiment through play following their own interest and make sense of their own experiences.

Staff demonstrate and understand how activities link to all areas of learning and planning is undertaken by all staff. Curriculum planning includes a long term plan and focussed activities that are linked to the six areas of learning and early learning goals. Focussed activity plans show clear learning intentions and how activities can be adapted for children who learn at different rates, therefore, children's individual learning needs are being met. Staff regularly assess children to identify their achievements and progress over time. Assessment records are very detailed and demonstrate children are progressing to the early learning goals.

Staff build trusting relationships with the children. They talk about safety and behaviour within routines and children's behaviour is managed in a calm and patient manner which helps to promote their confidence and self-esteem. Children work hard and persevere at self-chosen tasks such as completing simple computer programmes. As a result they are developing positive dispositions towards their learning. Children play well together. They share resources and negotiate play experiences, for example, as they work together rolling old car tyres around the garden area, therefore building friendships and develop a sense of well-being.

Children have ongoing opportunities to write for a purpose, with free access to writing and mark-making materials and children are either attempting to or are able to write their names. Role play equipment and dressing-up clothes support children in developing communication skills and promote imaginative play, helping them to learn about the world around them. Children enjoy reading alongside staff who use the opportunity maintain their interest and help bring the story to life on an individual or small group basis or they have free access to a range of books to foster an interest in reading for pleasure. Children's understanding of linking letters and sounds is developed as they sound out their name and others using their name cards. Children learn about numbers and counting through resources, for example, with beads and pegs as well as through interactions with staff, such as setting up the table with chairs and cups for snack time. Cooking, sand and water activities help children develop an understanding of weight, size and capacity. Children have a repertoire of nursery rhymes which further enhance their mathematical understanding such as '1,2,3,4,5, once I caught a fish alive'.

Children have opportunities to explore objects which help them to learn about the natural world. Children develop a sense of time as they grow fruit and vegetables which they later use. Walks around the locality enhance their understanding of their own community and nature walks give children opportunities to observe seasonal changes. Children's knowledge and understanding of the world is developed through resources and activities that explore cultures and celebrate festivals, such as Christmas, Eid and Diwali in a meaningful way.

Children have free access to creative materials and can participate in artistic creativity in planned activities such as making butterflies or draw at any time at the mark making table, allowing them to develop ideas and practise fine hand skills. Children's creativity is encouraged through a range of resources and activities. Children participate in role play, singing and dancing and art and craft activities where they can express themselves freely, follow their imagination

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

The provision is good.

Staff have a good understanding of equal opportunity issues and reflect this within policies, procedures, activities and experiences. Children attending the pre-school and after school care enjoy positive relationships with staff and each other. They are valued and respected as individuals, they are provided with opportunities to expand their knowledge and understanding of equality, diversity and the wider society, for example, as they celebrate each other's cultures

and festivals. Children with learning difficulties and/or disabilities are fully included in the day-to-day experiences that the pre-school and out of school club offers and staff are proactive in ensuring they are fully supported. Staff work closely with parents and outside agencies to ensure appropriate care is given to each child which in turn benefits them as their skills and self-confidence grows. Children are secure in the consistent boundaries reinforced by staff that help them develop a sense of belonging. For example, staff implement the group's written behaviour management policy and encourage children to share, take turns and play together. Good behaviour is valued and encouraged which helps children form good relationships with adults and each other.

Children are encouraged to share, play together and respect each other. They are given opportunities to appreciate other cultures and express themselves through a variety of mediums. Children's social, moral, spiritual and cultural development is being fostered.

Children benefit from positive partnerships that staff have developed with their parents. Discussions are held with parents when children initially join the group to allow a smooth transition from home to the pre-school and out of school club environment. Information regarding children's individual needs such as allergies or dietary requirements are collated, recorded and used appropriately. This contributes towards maintaining their well-being and safety. Parents are provided with details of the group's policies and procedures within its welcome letter and have good opportunities to see the more detailed policy file. Additional information is then shared with parents on a regular basis through the group's notice board, newsletters and daily verbal discussions to ensure parents are well-informed about their child and the care they have received within the group. A clear complaints procedure is in place if parents wish to contact the regulator of any concerns they may have. However, the complaints log is not currently made available for parents to see which means they are not fully aware of previous concerns that may have been raised.

The partnership with parents and carers of funded children is good. The provision obtains information from parents at the start of the early years education, although parents contribution to their child's initial developmental assessment and continuous input is limited as information obtained mostly concerns physical and care needs. This limits the role of parents as educators. Parents are provided with an informative booklet that contains guidance on the six areas of learning, activities and routines. The pre-school displays a large notice board for parents to see how the Foundation stage education fits into their child's day at the pre-school. A lending library has been introduced by the pre-school, whereby children choose a book to take home for parents to read with them. Parents are kept well informed about what their children have been doing during the sessions through informal discussions at the end of the session and a good relationship exists between parents and the staff. Parents speak highly of the pre-school and have a good awareness of their children's progress to the early learning goals. Furthermore, formal meetings each year with parents keeps them informed of their child's progress and parents can request to see these records at anytime. The records of progress contain many photographs which support parents who have English as an additional language or no English language, to understand their children's learning and achievements in the setting.

## **Organisation**

The organisation is satisfactory.

Children in the pre-school and after school care benefit from the care and knowledge of staff. Recruitment procedures ensure they are cared for by staff who have relevant experience, skills and qualifications to do their job effectively. Children are safeguarded because appropriate

checks are completed on all staff and information is recorded correctly. Any persons, such as visitors, who have not been vetted do not have unsupervised access to children and all staff are fully aware of this.

Children are cared for by staff who have a good knowledge of child development and a high percentage of staff hold early years childcare qualifications. Staff training needs are identified through annual staff appraisals and this is consolidated throughout the year by regular communication to recognise any further needs. All these aspects promote children's welfare and learning experiences. However, on occasions staff do have limited time to undertake tasks, such as planning and keeping children's assessment records up to date.

Clear induction systems ensure staff are fully informed of the setting's policies and procedures, and these are implemented well. Ratios are always maintained and staff are generally well deployed to meet the needs of children. However, children attending the after school care are not fully protected when collected from school. For example, children collected from a school which is approximately a mile away are collected by one member of staff. This does not fully protect them in the event of an emergency situation en route. Documentation for the efficient and safe management of the provision and to promote children's welfare, care and learning is in place. A registration system for children, staff and visitors is in place which accurately reflects everyone's attendance on the premises at any one time. This promotes individual safety as all person's can be accounted for. The use of available space within the nursery is well organised and these areas are well managed by staff to allow children to play, eat and rest safely and securely.

The leadership and management of the nursery is good. Children are cared for by staff who are supportive of each other and who work well together as a team. The manager has a clear vision of the needs of children and is fully committed to building the practice to ensure children are safe, feel good about themselves and make progress in their learning. She leads by example and is a positive role model. She values her staff team and utilises their skills well. Staff are supported through regular staff meetings and information gained from them. Parent questionnaires are used to monitor and evaluate the quality of care and education provided within the setting.

Overall, the needs of children are met.

### **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

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 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 the supervision of children and deployment of staff is effective in keeping children safe
- ensure that safe collection procedures are in place for children attending the setting, this particularly relates to the after school care.

#### **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):

- develop the procedures for obtaining information from parents about their child's learning at the start of the placement and ensure there is a two-way flow of information, knowledge and expertise.

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)