

Duston Eldean Primary School

Inspection report for early years provision

Unique Reference Number	EY357555
Inspection date	21 July 2008
Inspector	Kristin Hatherly
Setting Address	Prestbury Rd, Duston, Northampton, NN5 6XP
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Registered person	Dora Mary Denton
Type of inspection	Integrated
Type of care	Full day 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.

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?

Duston Eldean Primary pre-school was registered in 2007. It operates from a mobile on the school grounds but will move into the school at the end of July until the end of October, when it will move back to its original site which is the new build of Eldean Duston Primary. Children have access to an enclosed outdoor play area.

A maximum of 40 children may attend the pre-school at any one time. It is open on Monday to Friday during school term times only and includes a breakfast club and after school club. There are currently 90 children on roll overall, of these 22 receive funding for nursery education. Children attend a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are seven members of staff, five of whom hold an appropriate early years qualification. The setting receives support from a local authority advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is effectively promoted by staff who follow clear health and hygiene procedures and ensure they have appropriate medical information such as details of any allergies. Children learn about their own personal hygiene as they are encouraged to wash their hands at appropriate times such as before snacks, after messy play and after going to the toilet. This sustains the level of hygiene and helps to prevent the spread of infection. Children's welfare is safeguarded because five members of staff have up-to-date first aid knowledge in the event of any accidents and appropriate procedures are in place if children are unwell. However, the accident records are not completed with all the appropriate information.

Children gain an awareness of the role of healthy eating in developing their good health and growth as they are provided with a variety of nutritious snacks. Children have access to fresh drinking water at all times. As a result children are thoroughly hydrated and comfortable.

Children have regular opportunities to obtain fresh air, enjoy physical exercise and learn about the importance of activity in a healthy lifestyle as they have their own secure outside area. They take part in a variety of activities in the fresh air as they ride on wheeled toys and enjoy a variety of activities outside such as sand and water play. Children move spontaneously with increasing control and co-ordination, developing an awareness of space around them and the close proximity of others.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and well cared for in a pre-school that the owner and staff ensure is fit for purpose and in an environment that is comfortable, welcoming and child-friendly. Their safety is further promoted as a result of the adults' awareness of health and safety and because all reasonable steps are taken to minimise the risk of accidents. For example, furniture and equipment are of suitable design and condition, well maintained and conform to safety standards. Risk assessments and good supervision allow children freedom to choose activities that offer variety. They have access to a good variety of toys, resources and equipment appropriate to their age and development which are regularly checked and cleaned.

Children's safety is well promoted as effective and regular risk assessment procedures are in place within the setting and proper precautions are taken to prevent accidents. For example, there is a good ratio of staff to children to ensure that children are well supervised at all times. Children understand and practise fire drills regularly which are carefully recorded. Generally, all the required procedures and documents are in place to ensure children's welfare is safeguarded and promoted.

Children are well protected because staff have a clear understanding of the local child protection guidelines. Their safety and welfare is further enhanced by staff carefully monitoring access to the premises, checking all equipment and complying with fire requirements.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and enjoy coming to the pre-school. Their self-confidence is promoted by staff who build warm positive relationships with the children and have consistent expectations and clear routines. Staff demonstrate a caring attitude towards the social side of the child and encourage children to share and play together. Children develop their independence as they express their ideas during play using a wide range of resources which captures their interests, for example during imaginary play in the home corner and during craft activities. Children enjoy playing in the outside play area and going on picnics and sponsored walks. They begin to understand their own needs, and with adult support, become aware of the needs of others. Children behave well, for example, they take turns and share resources. All of these promote their emotional, physical, social and intellectual development.

Nursery Education

The quality of teaching and children's learning is good. The planning is based on the six areas of learning and the 'Birth to three matters' framework which shows that staff have a clear understanding of the Foundation Stage and 'Birth to three matters'. There is a system for observation of children and detailed child profiles are kept which are used to inform the planning. However, the pre-school does not obtain the views of parents or their observations of their children to help inform the planning for next steps for individual children. Staff are flexible in their planning to enable them to develop children's own interests. Staff are friendly and caring and form good relationships with the children which help them to feel secure. They give regular encouragement and praise which develops children's confidence and self-esteem. As a result, they behave well. Throughout the setting, children's personal, social and emotional development is promoted by the staff's caring attitude towards the social side of the child. They encourage children to respect each other and to play co-operatively. Children work well together, sharing and helping each other.

Children are very confident to speak to and question staff and visitors to the pre-school. They have access to a range of books which they select and read independently. They have a small library in the pre-school and they take books home to read with parents. Children also are taken to the school library once a week. Children are developing their number skills through a variety of activities, construction, games and puzzles relating to number, shape, measure and weighing. They are encouraged to count spontaneously during activities.

Children explore and investigate taking part in experiments such as planting and caring for seeds and plants. Children celebrate a variety of festivals to develop their understanding of other cultures. They develop their physical skills through outdoor play, movement to music and handling tools such as pencils, scissors and rolling pins with clay and play dough.

Children have frequent opportunities to develop their physical skills and enjoy moving to music and experimenting with musical instruments. They have a variety of opportunities to explore media and materials and colour during planned activities and during free play. They are encouraged to experiment with colour and use a variety of items to make designs and patterns. Children engage in dressing up in costumes and play independently in role play corners to develop their imaginative play. They respond and express ideas and share feelings during free play and when talking to each other and staff.

Helping children make a positive contribution

The provision is good.

Children enjoy activities and resources which promote a positive view of the wider world. They celebrate festivals, for example Chinese New Year and Christmas and have access to resources such as jigsaws, dolls and a variety of books. This increases their awareness of diversity and their understanding of others.

Children are valued and respected as individuals and are fully included in the life of the setting. The pre-school understands their obligations under the Disability Discrimination Act and is proactive in ensuring that appropriate action can be taken to support children with identified needs. As a result children receive appropriate support.

Children behave well as they are made aware of what is appropriate behaviour. They respond well to the consistent boundaries set for them and by the encouragement to behave well given by the staff. Children learn to share, take turns and consider others. They receive regular reassurance, praise and encouragement which promotes their confidence and self-esteem. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents and carers is good. Parents are provided with information through regular newsletters and notice boards. They have access to a daily notice board showing what the children have eaten for snack and the activities they have participated in. However, parents are not provided with regular information with regard to children's current achievements and future learning targets.

Organisation

The organisation is good.

Children benefit from the effective organisation of the space and resources both indoors and in the outdoor area so that they can make choices and develop their ideas as they play. They benefit from the good staff to child ratios as can be seen through the good supervision and interaction. Staff support children well during activities and allow them time and space to initiate their play. The premises are safe, secure and suitable for their purpose. Resources and equipment are organised to promote children's safety, welfare and development.

Generally, children's care and welfare are safeguarded by clear documentation and policies and procedures which ensure staff are clear about their responsibilities. All of which contributes to the children's health, safety and well-being.

The leadership and management of the pre-school education is good. The registered provider, supervisor and staff work well together as a strong and effective team. Staff are well qualified and continue to attend training for their own personal development. This helps to ensure that they are up-to-date with information to allow them to meet the needs of all children and offer a range of interesting activities. There are clear recruitment and induction procedures in place with regular appraisals and regular staff meetings. Overall the needs of the 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.

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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):

- ensure accident records contain all the appropriate information and are signed by parents.

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):

- establish effective systems to obtain the views of parents and their observations of their children to inform the planning for the next steps for individual children
- develop the amount of information provided to parents about children's current achievements and future learning targets.

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