

Intake Pre School

Inspection report for early years provision

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| Unique Reference Number | EY343025 |
| Inspection date | 16 July 2008 |
| Inspector | Yvonne Victoria Facey |
| Setting Address | Intake Methodist Church, Foxwood Road, Sheffield, S12 2FP |
| Telephone number | 077481628529 |
| E-mail | |
| Registered person | Intake Pre School |
| Type of inspection | Integrated |
| Type of care | Full day 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?

Intake Pre-School has been registered since 2007. The pre-school meets at Intake Methodist Church in Sheffield, serving families who live in the surrounding area. There are two rooms available for children's play. There is no outdoor play space at the setting. The pre-school provides sessions between 09.15 and 15.15 on Mondays and between 12.15 and 14.45 on Tuesdays, Wednesdays and Fridays for 38 weeks of the year. Full day care is available for children over three years on Mondays. The group is registered to care for a maximum of 26 children aged between two years and five years. A team of five staff work directly with the children, four of whom have a relevant early years qualification. The group is managed by a Board of Trustees and is a registered charity.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and hygienic environment. There is a clear sickness policy which is shared with parents. This ensures children who have an infectious disease do not attend. Children are aware of some personal hygiene rules. For example, they wash their hands after using the toilet and before eating. Administration of medication and all accidents are recorded suitably and both staff and parents sign the entry. The range and frequency of accidents are monitored by the manager to ensure that there are no recurring accidents due to lack of safety in the building. This ensures children's health and well-being is promoted. Staff are appropriately qualified in first aid to ensure that children are protected in the event of an accident.

Children enjoy a suitable range of healthy snacks, such as fresh fruit and vegetables. Staff take into account children's dietary needs and discuss these with parents. Drinks are freely available all through the session, which includes fresh drinking water. Staff have simple discussions with children explaining which food is good for them, which contributes to children's understanding of a healthy lifestyle. Children participate in a satisfactory range of physical activities as they throw, catch and move with confidence. Their fine motor skills are suitably progressing as they use scissors, paint brushes and writing materials.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an environment where risks are identified and minimised, allowing children to move around safely and independently. Daily risk assessments are completed in all areas used by children and including outings, to ensure children are safe at all times. Children are beginning to learn how to keep themselves safe. For example, they take part in the regular fire drills and they discuss road safety when on outings. Children are carefully supervised and there is an appropriate procedure to follow in the event of a child being lost or not collected. Security of the premises is suitable to ensure children can not leave the building unattended. Staff greet all visitors entering the premises and the visitors book is signed.

A sufficient range of age-appropriate toys, furniture and resources are available to children. The play room is organised appropriately so that children have space to engage in quiet activities or more physical play. Children's welfare is effectively safeguarded because staff have a sound knowledge and understanding of child protection procedures. This is supported by the child protection policy which includes appropriate information regarding allegations against staff and information from the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled at the nursery. They are able to learn at their own pace as they participate in a suitable range of activities to support their individual development. Staff interact well with children and ask questions that help them to think and express their ideas in their own way. This helps to promote their language development. The close and caring relationships increase children's sense of trust and the ability to build meaningful relationships. Children explore natural resources and are able use their senses as they investigate objects and materials. Trips and outings are adequately planned through the year. However, outdoor activities are

not planned to enhance children's learning. Development records are beginning to be developed to ensure that children's achievements are clearly recorded and shared with parents.

Nursery education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals as staff have a sound knowledge of the Foundation Stage. The staff provide activities that adequately cover most areas of learning. They link their plans and activities to the stepping stones to progress the children's learning towards the early learning goals. However, the planned activities and experiences are not effective to ensure all individual children's learning is successfully promoted. For example, children's achievement records do not clearly identify the next step in their learning and observations are not effectively used for all children.

Children are forming good friendships with their peers and have sound relationships with staff. They are beginning to work well together and are able to cooperate and take turns during activities. The children's communication skills are developing well. They are confident speakers both in small and large groups and are excited to express their ideas and feelings. For example, they discuss what they are going to do at their new school and tell each other that they are not going to cry. Children have suitable opportunities to practise their writing skills and are able to draw recognisable pictures. For example, they draw members of their family and their pets. Some older children are able to write their own name. Children access books freely and are aware that print carries meaning. They enjoy stories and spontaneously read to each other. For instance, they retell the story 'Don't put your finger in the jelly Nelly'.

Children suitably recall events and experiences, talking about home freely and telling staff about their holidays and their families. They understand and use numbers satisfactorily. They can count up to ten confidently and some older children can count beyond. However, opportunities for children to calculate and use their problem solving skills are limited within everyday routines. Children enjoy finding out how things work and are inquisitive. For example, they have a discussion on how they use the magnifying glass to make things bigger. Children enjoy taking part in creative activities using a variety of materials including paint and collage. They use their imaginations well and the role-play area is used generally well. For example, they play confidently in the home corner and enjoy dressing up.

Helping children make a positive contribution

The provision is satisfactory.

There are friendly and supportive arrangements in place for staff to get to know children and their families. Staff gather personal information regarding children's individual needs to ensure that staff follow home routines, and they share mainly verbal information about the children's day. Children learn about differences through simple discussions with the staff and a suitable range of multi-cultural resources are available to support children's understanding of the wider world. Children generally behave well and staff are consistent in their approach to managing behaviour, which helps children to understand right from wrong. The children have a good understanding of the groups 'Golden rules' which they helped to produce. They discuss that they need to be kind and gentle and put toys away when they have finished playing with them. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Parents receive some satisfactory information about the Foundation Stage and links are being developed to include parents in

their children's learning. For example, children take 'Buddy' the teddy bear home and parents help write a diary of their experiences, which staff are beginning to use as a link between pre school and home. However, parents are not fully informed about their children's progress because individual progress records are not comprehensive to enable them to have a full understanding of how their children are progressing towards the early learning goals. Parents are welcomed within the group and are welcomed to help during sessions.

Organisation

The organisation is satisfactory.

Children are cared for by qualified and experienced staff members. Staff are deployed effectively to ensure appropriate levels of care and supervision. There are clear systems in place to recruit and check staff, this ensures that children are cared for by adults who are suitable to do so. Children are satisfactorily supported in the activities provided and have their individual needs suitably met. The group have a sound understanding of the National Standards to ensure regulations are met. Required policies and procedures are effectively implemented, so that children's welfare is safeguarded.

The leadership and management is satisfactory. Staff are adequately supported by the management team with suitable opportunities to meet together to plan activities and share their ideas. There are gaps in the assessment and planning system which means a full assessment of children's progress and their next steps is not effective to ensure all their stages of learning are fully promoted or monitored. A system is being developed that ensures managers have a more detailed vision of the nursery education.

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 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

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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):

- improve the partnership with parents with consideration to involving them in their children's learning (also applies to nursery education)
- improve the planning of outdoor activities (also applies to nursery education).

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 children's maths skills to include simple calculation and problem solving
- continue to develop effective systems to evaluate and monitor the overall nursery education
- review the curriculum planning, assessment and observation records to clearly identify children's next steps in learning and their progress in the six areas of learning.

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