



Northfield Quaker Pre-School

Inspection report for early years provision

Unique Reference Number EY275033
Inspection date 03 November 2005
Inspector Paula Hunt

Setting Address Friends Meeting House, Meeting House Lane, Birmingham,
West Midlands, B31 2LD
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Registered person Janet Catherine Blann
Type of inspection Childcare
Type of care Full day 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

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.

WHAT SORT OF SETTING IS IT?

Northfield Quaker Pre-school group registered in 2004, although has been operating previously for 20 years. It is a privately owned group, which operates from the Friends Meeting House in the Northfield area of Birmingham. The premises consist of three main play areas, a large hall, two smaller rooms and outside play space. The group serves the local area.

A maximum of 30 children aged 2 to 5 years may attend at any one time. Sessions are from 08:30 until 16:00 5 days a week during school term time only.

A carer and toddler group runs alongside in the main hall two mornings a week on Tuesday and Thursday, 09:45 until 11:45. It is staffed by the pre-school.

The group is registered for nursery funding and supports children with special educational needs and those who speak English as an additional language.

Nine staff work with the children all of whom hold appropriate early years qualifications.

The group receives support from a mentor teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. Children know that they should wash their hands after visiting the toilet to prevent them from getting germs and are reminded of how to dispose of tissues hygienically. As a result children learn the importance of good hygiene and older children are beginning to take responsibility for keeping themselves healthy. There is also a high level of staff qualified in first aid which ensures children could be appropriately cared for should an emergency arise.

Children's dietary needs are met effectively as all dietary requirements are agreed with parents and the setting ensures they have full details of any allergies. This information is made available to staff responsible for the preparation of food or cooking activities. Children are able to access drinks freely.

Children have good regular opportunities to access equipment to help them develop their physical skills and are taught the value of healthy living through topic work and discussions with staff. Indoors, children have use of a spacious environment where there is freedom to move around and develop independence and self-confidence well. Children also benefit from regular walks to the park, local shops and library.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a safe and well-organised environment which provides them with room for all areas of play and good opportunities to learn. They are able to make free and independent choices from a good range of safe toys and equipment which are well organised at child height.

Children's safety is promoted in practice by staff having clear systems to keep children safe indoors, outdoors and when on outings. Children benefit from a balance of freedom and safe limits, such as discussing road safety issues and agreed boundaries as they walk around the local area. Staff skilfully explain safe practices, such as why children must not run, so that they or other children do not injure

themselves. This helps children learn to take responsibility for keeping themselves safe. Staff are vigilant and risk assessments are regularly undertaken to ensure potential hazards are minimised.

Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Children are cared for by staff who are vetted and have relevant experience, knowledge and expertise.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well at the pre-school. They enter confidently and are eager to participate in the wide range of activities on offer. They have opportunities to take part in quiet and active games. Children relate well to staff and each other. They confidently approach staff for support, building good trusting relationships. Staff talk to children about what they are doing and respond to their interests. Children become independent as they choose between a variety of toys, books, and activities, which appeal to all. The pre-school is beginning to use the 'Birth to three matters' framework to adapt activities such as singing, story telling and mark-making to promote younger children's learning. They listen and respond enthusiastically to stories and songs. All children spend their time purposefully. They enjoy exploring a wide range of activities, which contribute to their creativity, such as listening and moving to music, playing instruments, painting, baking and model making.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the pre-school because staff value and respect them as individuals and their families. Staff support younger children in sharing and taking turns and behaviour is good. Staff have high expectations and set consistent boundaries for the three to five year olds, which helps them to negotiate with others and take responsibility for their own behaviour. Staff increase children's understanding of right and wrong, they respond to reminders to care for their environment, resources and each other.

The children have many opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the pre-school and outings to local places of interest.

A good partnership with parents contributes well to the children's well-being in the pre-school. Staff actively seek parents' views about their children's needs and interests before children start at the setting and on a regular basis throughout their time there. Staff ensure that parents are aware of how their child is progressing and developing.

Organisation

The organisation is good.

Staff enhance children's care by the good quality of organisation. The premises are well organised and space is organised to maximise play opportunities for children. Group sizes and staff deployment contribute to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. Most legally required documentation which contributes to children's health, safety and well being is in place although some, such as special needs and child protection, are in need of updating.

Children benefit from qualified, experienced staff who are effectively inducted. A newly implemented appraisal system will contribute further to ensure that the pre-school's policies and procedures are consistently applied. All staff have a high regard for the well-being of children and are committed to continuous improvement and development. They regularly reflect, monitor and improve their care and education. Overall the pre-school meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There has been no complaint made to Ofsted since registration.

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

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.
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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):

- update policies and procedures in line with the National Standards for special educational needs and for child protection with regard to an allegation being made against a member of staff or volunteer.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk