



Heathcot Pre-School Ltd

Inspection report for early years provision

Unique Reference Number	301004
Inspection date	03 November 2005
Inspector	Sarah Taylor
Setting Address	78 Windsor Road, Coppice, Oldham, Lancashire, OL8 1RP
Telephone number	0161 626 0535
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Registered person	Heathcot Pre-School Ltd
Type of inspection	Integrated
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 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 satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Heathcot Pre-School Ltd was registered in 1999. It operates from three rooms on the ground floor of a local authority building in the Werneth area of Oldham. A maximum of 32 children attend at any one time.

The group is open from 09.00 to 15.00 each weekday during term time. There are currently 31 children aged from 2 to 3 years on roll attending part time. There are no children receiving funding for nursery education at present.

The pre-school supports children with special educational needs and all of the children attending speak English as an additional language. The group employs four staff who hold relevant qualifications and are experienced in child care.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very well protected from infection through hygiene routines as children wash their hands at appropriate times, noses are wiped and toys and equipment are kept meticulously clean. Children learn the importance of personal hygiene as they are always told why they are keeping clean, for example, washing hands after messy play helps to stop germs going onto our faces or our food. They follow toileting procedures themselves and know why they are following routines and state 'we wash hands because of the germs'. This promotes independent self care skills very well.

Outdoor activity is actively promoted and children freely access a very well resourced outdoor play area that is used as an extension of the indoor area rather than discretely. They are able to enjoy exercise on wheeled vehicles, push along toys and climbing equipment, as well as enjoying a range of activities such as reading, weaving and painting outside. Staff talk to the children about the need to play out and exercise and ensure all children go out at some stage and this promotes understanding of healthy living. Children also enjoy planned topics that cover healthy food, exercise and self care skills such as looking after eyes and teeth. They benefit from visits from external agencies such as the dentist and optician.

Children enjoy a healthy diet and staff promote a nutritious diet by providing snacks such as fruit, toast and crackers. The snack is presented beautifully and children can make free choices from the food available. As they eat, the staff talk to children about healthy food and the importance of a healthy diet, therefore, promoting children's understanding of healthy options. Children have milk and water available to drink at all times and staff have a good understanding of the need for children to be continually hydrated and this contributes to good health.

Children are encouraged to feed themselves and make their own selections of appropriate equipment. They are supported and encouraged to be independent as necessary so that they get the most from the snack time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe in very well maintained, welcoming premises and the committee ensure the regular upkeep of the premises. The setting is well lit by

natural light, warm and well ventilated and this promotes children's wellbeing. All facilities are of a high level of safety and cleanliness.

Children benefit from plenty of space which is very well organised and includes areas for rest, quiet activities, active games, messy games with all resources at an accessible level for the children.

Children use an extensive range of toys and natural resources (indoors and out) that are very high quality and conform to British standards. They benefit from a wide range of suitable equipment which is obtained to be at the children's age and stage of development.

Children are safe within the setting as the entry system is secure and includes a door bell and spy hole. They play in a child friendly environment to enable free exploration and risk taking. Staff provide excellent supervision considering children can come inside and outside as they please.

Risk assessments are very thorough and adults assess potential risks and take action to minimise these, for example, broken equipment is removed. All necessary safety equipment is in place. The personal safety of children is a priority and topics are planned to teach them about people who help us in the community, for example, the road safety service.

Children's welfare is well protected as adults have an excellent understanding of child protection issues and understand their role to fully safeguard the child. They demonstrate a good knowledge of signs and symptoms of abuse and would know how to contact social services for advice or to make a referral. Information is shared with parents to ensure that they understand that the staff's first responsibility is with the child and that the protection of the child is a priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily greet the staff and each other on arrival and eagerly join a group activity or choose their own game. They are all relaxed and confident in the secure, caring environment. Children with additional needs are offered one to one support so that they feel happy and secure in the group. Children chatter excitedly and converse easily with their friends and with all adults. Extremely good settling in procedures are in place and are adapted to each child's individual needs to ensure a smooth transition from home to the group.

The group have recently completed the Birth to three matters framework training. They use the framework well and link it to the Foundation Stage. This approach, and the groups commitment to learning through play, helps to provide very good quality care and education for the children attending the pre-school.

Children learn about pattern through the Rangoli patterns topic. They are expressing their imagination in the role play area and through the creative activities, such as making an Eid card in the craft area. They are learning well in all areas of

development. They develop physically through dancing and outdoor play, intellectually through number rhymes and literacy opportunities and socially through the expectations of behaviour and values such as caring and sharing within the group.

Children benefit from the strong emphasis on the enrichment of language and communication that is promoted throughout the setting. A form of sign language is used effectively to supplement speech and develop understanding for children with special needs and with English as an additional language. Children enthusiastically jostle at circle time to be included in the register or the musical chairs activity. They are beginning to speak clearly and confidently and listen respectfully to everyone in turn.

Children are attentive and responsive to the staff's good use of questioning and explanation which is pitched at the right level for each child. There are many opportunities for mark making in the role play area. Small groups of children invent and develop imaginative play situations with exciting role play as they dress up and create a home. Staff skilfully join in children's games and sensitively extend play or introduce new ideas, such as making the train track together. Children enjoy looking at books and sharing stories in the book corner. Every child's attention is maintained throughout a lively story session where children are encouraged to be involved in predicting what happens next or joining in with well known lines and using the soft toy animals to re-enact the story.

Children learn basic concepts and solve problems as staff skilfully include mathematical language and calculations at every opportunity, such as counting how many children there are altogether. They enjoy counting back through interactive songs.

Children learn to predict and investigate and have many opportunities to extend learning about the world. They have access to basic information and communication technology. Interesting sensory and creative opportunities enable children to experiment and explore shape, colours, textures and sounds in a variety of different mediums.

Nursery Education

The quality of teaching and learning is satisfactory. During the inspection, there were no children in receipt of funding for nursery education attending. Staff have a very good knowledge and understanding of the Foundation Stage and this provides a firm foundation for the whole curriculum. According to planning, a variety of teaching styles are used from individual, groups and whole class. Consequently, records show that children make good progress in relation to the stepping stones. Every child is involved in the inclusive setting where good planning systems are in place and activities are adapted to include younger children and those with special needs and English as a second language. Staff have a good awareness of each child's ability level as they successfully identify ways to extend their learning. Written observations and assessments link successfully with planning to predict the next steps in development for each child and to provide relevant information for parents.

Helping children make a positive contribution

The provision is outstanding.

Children benefit from a thorough policy on equal opportunities which includes a statement about anti-discriminatory practice. The ideals and policies outlined can clearly be seen in the excellent practice of the staff. The group are very aware of the backgrounds that children come from and ensure that they settle well and feel secure very quickly through the highly innovative use of sign language and pictures. Children can select a picture from the 'washing line', or use a hand sign to indicate what their needs are or what they would like to do next and they do this with ease.

Children with English as an additional language are extremely well supported through constant and supportive liaison with parents, staff training and implementation of training in practice. There are methods in place to enable children to feel a sense of belonging, for example, bilingual members of staff.

Parents are invited to be involved in exposing children to the wider world and are asked to share in the children's experiences at pre-school through celebrations of festivals. This enhances children's sense of belonging beautifully.

Inclusion of all children is superbly promoted through the thorough records of children's individual needs and all aspects of their progress. Targets are meticulously set on the child's individual learning plan and this ensures children make steady, and in some cases rapid, progress. Staff use external agencies such as the area special educational needs co-ordinator extremely well and strive to improve provision for children with additional needs through working together and with parents.

Children are very well behaved and staff have very high expectations of the children. Staff are very good role models for children as they are calm and polite. Praise is given to all of the children all through the session and this increases their self esteem. They respond with enthusiasm to requests for help to tidy and children are observed supporting each other in activities such as in the car game on the floor.

Children's spiritual, moral, social and cultural development is very well fostered through these approaches.

Partnership with parents is good. Parents can easily access clear information about the setting and their role within the setting, for example, helping in pre-school, topics covered by the pre-school, newsletters. Parents are encouraged to give feedback to the setting about the care offered and the progress they feel that their child is making. Parents have positive comments about the setting and the staff. Meetings are arranged, by the staff, to discuss the progress of the child and to give information about the curriculum.

Organisation

The organisation is good.

Children are cared for in a positive and supportive environment which effectively

promotes their social and moral development. The group's commitment to improvement is reflected in the exceptional programme for staff training and the detailed process of self evaluation which includes peer observation and assessment and continuous assessment of planning and practice. This maintains and improves the quality of care and learning for all children.

Children benefit from the very smooth running of the group and the very clear routines which make them feel extremely secure. The manager uses very detailed induction procedures and ensure that staff are appropriately vetted and qualified. Staff are aware of their role within the group and they work exceedingly well together to promote the effective running of the pre-school.

Records detail the individual requirements of each child and include relevant consents and contacts. A detailed and relevant range of policies and procedures are in place to promote the safety and wellbeing of the children present in the group. Ongoing assessments of children are not kept in a confidential manner and this means that visitors and parents can read assessments of children's ability. This does not maintain confidentiality.

Leadership and management is satisfactory. Children benefit from the good leadership of the pre-school. The manager, committee and staff work well together to ensure that children are provided with good quality care and education.

The provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the group were asked to ensure that fire drills were carried out with the children and that the contact details for Ofsted were made available to the parents. Fire drills are carried out termly and information to improve practice in this area is recorded. This further ensures the safety of the children. The contact details for Ofsted are available for parents and they know the procedure of how to make a complaint.

Complaints since the last inspection

There are no complaints to report. 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 observations of children are kept in a confidential manner.

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):

- make improvements as indicated in the care section above.

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