



Statham Little Foxes

Inspection report for early years provision

Unique Reference Number 315239

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Inspector Jannet Mary Richards

Setting Address Statham Community Primary School, Warrington Road, Lymm,
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Registered person Statham Little Foxes

Type of inspection Integrated

Type of 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.

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?

Statham Little Foxes Pre-School and Out Of School opened the current premises in 2000. It operates from a purpose built building in the grounds of Statham Community Primary School in Lymm, Warrington. Prior to this it was located for nine years in the primary school.

The pre-school is open each weekday during term time. The morning sessions are from 08.55 until 11.25 and the afternoon sessions are from 12.30 until 15.00. There

are currently 31 children on roll at the pre-school. This includes 21 children in receipt of nursery education funding. The setting currently supports a small number of children with special needs.

The after school club is open each weekday during term time from 15.15 until 18.00. There are currently 41 children on roll. A holiday club operates full days when there is sufficient demand for this service.

Seven staff work with the children. Five of the staff have early years qualifications. One member of staff is currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is very well promoted due to the good hygiene practices in place, such as hygienic preparation and serving of food, effective nappy change procedures and use of anti-bacterial cleanser on surfaces. The children learn about personal hygiene through daily routines such as washing their hands before they eat their snack, and they understand why it is important to do this.

The children benefit from a very healthy range of snacks. In pre-school sessions they enjoy fresh fruit each day. When children attend after school they have a more substantial snack, such as pasta or baked beans on toast. The children develop an excellent awareness of healthy foods as they enjoy learning about foods during play. 'Mr Parrott', for example, is used as a prop to talk to the children about which foods are good and not good for them. The children have opportunities to visit an allotment to see how food such as tomatoes are grown and to see chickens and learn where eggs come from. These first hand experiences enable the children to learn about foods in an interesting and enjoyable way.

During outdoor play sessions the children can play with a good range of toys and resources to develop physical skills and co-ordination. They learn about the importance of fresh air and exercise as the staff encourage them to be aware and notice the effects that exercise has on their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a safe environment with effective measures in place to keep them safe. The staff give high priority to children's safety and ensure that they are well supervised at all times. During play they ensure that children play safely, dealing with any potential hazards quickly and effectively. When a child attempts to climb on a chair, for example, the adult very quickly and calmly asks the child to get down and discusses why. The children develop a very good awareness of a whole range of safety issues through the excellent teaching method of using 'Freddie' the 'persona

doll', who talks to the children about issues such as road safety, fireworks and fire safety. The children listen intently as Freddie tells them the possible consequences of playing with fireworks. In addition staff invite people from the local community, such as the crossing patrol lady, to talk to the children about road safety. These highly effective methods enable the children to develop a good awareness and regard for their own personal safety.

The children are cared for in a child-centred environment which is well organised to meet their care and learning needs. They have regular access to the outdoor play area. The children use a range of safe, good quality toys and resources in their play. The resources are appropriate for the wide age range of children and provide for their different interests.

The staff have a thorough understanding of child protection procedures in order to safeguard the welfare of any children they may care for.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attending the pre-school. They are happy and settled because the staff provide consistent care. The staff team is generally a stable, established team. This ensures that children are greeted by familiar staff each day and cared for by people who know them and can meet their individual needs well.

The relationships between staff and children are very good. The staff interact with the children well, playing and talking to them, asking questions and frequently singing together. The children join in with great enthusiasm which adds to their enjoyment of the session. The range of activities provided for the children under 3 years are planned by staff who use the Birth to three matters framework to guide their practice. This means that the children benefit from interesting play opportunities which promote different aspects of their development well.

The relaxed environment of the out of school club enables the children to settle and enjoy a good range of activities at the end of their school day. The children play together well, and older children attending the club show care and consideration for the younger ones.

Nursery Education.

The quality of teaching and learning is good.

The children are making good progress towards the early learning goals because the staff plan and provide a stimulating range of activities, linked to the six areas of learning. The children are developing a positive approach to learning because they are settled and confident in their environment. They are eager to try out new activities and they concentrate and co-operate very well during play. They access a good range of resources which the staff set out for them each day and they know that they can ask for additional toys and resources if they wish. They do not, however, develop their own play and learning ideas further by selecting freely from the accessible

resources.

The children learn to communicate effectively through activities, such as talking in front of the group at carpet time and following simple rules such as taking turns to hold a ball and listening to the person who is holding it. They listen well at story time and often look at books independently for enjoyment. They use a good range of materials to make marks and make the most of opportunities to make marks for a purpose, such as making shopping lists or menus in the role play areas.

The children count frequently and confidently during play. They develop number recognition skills as they are beginning to recognise the numbers on the till and prices on items in the role play shop, in addition to more traditional number resources. The children often use mathematical language as they play, particularly when they are sorting and grading different objects.

The children enjoy exploring and investigating with resources, such as magnifying glasses. They observe changes in the weather and find out what happens when they plant seeds and watch them grow or make ice pops. The children use a suitable range of technology to engage in interesting activities, such as using a metal detector to hunt for objects hidden in the sand. They go out and explore the local environment often, collecting leaves, posting letters or searching for insects, developing a good awareness of the world around them. They also enjoy listening to visitors, such as the dentist and police, giving them good first hand opportunities to find out about the different people in their community.

The children are very imaginative and make the most of role play opportunities in the toy shop or home area, for example. They are very creative and thoroughly enjoy freely exploring the good range of media and materials. They use their senses as they play, for example when they create prints using shaving foam and paint they talk about how it smells and feels. The children really enjoy music sessions and join in singing familiar songs with great enthusiasm.

Their large motor skills develop well through a good range of planned and spontaneous activities such as outdoor play, music and movement. They develop fine motor skills very well when they use pencils and scissors and through everyday activities, such as using the water dispenser.

The staff question the children well during play to encourage their thinking and learning. They observe the children as they play and use this information effectively to assess and plan for the next steps in children's learning. Some teaching methods, for example the use of props such as persona dolls and puppets are particularly interesting to the children, capturing their imagination and providing some very good learning experiences.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met because the staff treat each child as an individual and discuss children's needs thoroughly with parents and carers. Children

with special needs make good progress in the pre-school because the supportive staff work closely with them, their parents and other agencies to ensure a consistent and co-ordinated approach.

The children behave well in the very positive environment created by the staff which fosters their spiritual, moral, social and cultural development well. They enjoy the praise and encouragement they receive and follow simple rules well. They learn to take turns and show respect for each other. They have many opportunities to learn about different people in the world around them as they play with a good selection of resources reflecting race, culture, gender and disability. They often participate in celebrations of different cultural festivals, strengthening their awareness of diversity.

Partnership with parents and carers is good.

The staff work effectively alongside parents to ensure that children are cared for in response to parents' wishes. Very good quality written information in the form of a welcome booklet, varied and informative notice boards, along with the daily exchange of information ensures that parents are well informed about what their children do in the pre-school and how they are cared for. The good partnership contributes well to children's learning as parents are invited to do some activities at home with the children, linked to what they are currently learning in the pre-school. Parents are welcome and know they can view children's progress files at any time, though they are not yet offered many opportunities to contribute to children's assessments.

Organisation

The organisation is good.

Children's care and learning is effectively promoted through the good organisation of the pre-school and out of school club. The provision is organised by a committee and members are aware of the requirements for vetting staff and committee members. At the present time, however, some new committee members have not yet been vetted.

The supervisors work alongside the staff providing them with effective support day-to-day. The established staff team know each other well and communicate well ensuring effective teamwork so that the sessions run smoothly. Children benefit because the staff follow the policies and procedures well in practice, ensuring a consistent approach.

The play environment is well organised to promote children's play and learning.

The leadership and management of the nursery education are good.

The staff are well supported in the delivery of play and learning activities. They attend training on a regular basis to promote their professional development and implement what they have learned effectively into the child care practice to benefit the children. The recent introduction of the Birth to three matters framework into planning of activities, for example, ensures that due consideration is given to the developmental needs of the younger children. There is a very strong commitment by all staff to the continuous development of the provision.

Overall the needs of all children who attend are met.

Improvements since the last inspection

At the time of the last inspection the pre-school was requested to address one recommendation and two points for consideration.

They have made good progress on all three issues. A clear medication policy and procedures are now in place, so that if staff are required to administer medication they are aware of the correct procedures for recording this. In addition, the children are encouraged to access books independently and do so when they wish. Children's enjoyment of books is well promoted. Finally, the staff provide the children with good opportunities during play activities to link sounds and letters.

Overall the provision for promoting communication, language and literacy and health issues for children have improved by effectively addressing the issues raised.

Complaints since the last inspection

Ofsted received information relating to the following concerns regarding the out of school care:

Behaviour (National Standard 11) and Child Protection (National Standard 13). A visit took place to investigate these concerns on 27 September 2004. The evidence examined demonstrated that both National Standards continue to be met. As a result of this no actions were raised and the provider remains qualified for 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.

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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 that vetting procedures are completed for all committee members
- increase the opportunities for children to self select resources, developing their independent thinking and play ideas. (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):

- increase the opportunities for parents to contribute what they know about their children's progress to the developmental assessments. (also applies to childcare)

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