



Goostrey Pre-school

Inspection report for early years provision

Unique Reference Number	305073
Inspection date	11 November 2005
Inspector	Jane Shaw

Setting Address	Goostrey Pre -school, Methodist Church Hall, Main Road, Goostrey, Cheshire, CW4 8PA
Telephone number	07970 889562
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Registered person	Goostrey Pre-School
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 good.

WHAT SORT OF SETTING IS IT?

Goostrey Pre-school has been operating as a pre-school for many years and operates from a large room within the Methodist Church Hall in the village of Goostrey, Cheshire. The pre-school is organised and managed by a voluntary committee made up from parents and carers.

A maximum of 24 children aged from 2 to 5 years may attend the pre-school at any one time. The setting is open Monday and Wednesday from 09.15 to 11.45, Tuesday

and Friday from 09.15 to 13.00 and Thursday from 09.15 to 15.00, term time only. Children access one large room within the church hall, toilets and hand washing facilities. The hall's car park is used for outdoor play.

There are currently 32 children aged from 2 to under 5 years on roll. Of these, 17 children receive funding for nursery education. The pre-school mainly serves the local community. The setting currently supports a number of children with special educational needs and those for whom English is an additional language.

The registered provider employs 6 staff. Four of the staff, including the manager hold appropriate early years qualifications.

As the pre-school is in receipt of nursery education funding they have access to a foundation stage teacher and other advisory staff from the local authority. The pre-school is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for within a healthy environment. Staff use effective routines and procedures to ensure all areas used by the children are clean and appropriate for use, ensuring children are kept healthy at all times. Children are beginning to understand the need to keep themselves healthy; they are encouraged to wash their hands after certain activities, such as visiting the toilet or before snack. Children are able to carry out these tasks independently, but with staff supervision because of the nature of the building. A detailed sick child policy and procedure ensures parents and carers are aware of the group's responsibilities and that children are cared for within an environment that is as free from infection as far as possible.

Children's physical development is well provided for. They have daily access to a good range of physical play activities both in and outdoors and are developing a range of good physical skills. Children are developing large physical skills and are competently able to climb, balance and travel over, under and through. Children are confident when using the range of large physical equipment available. Children develop competent small physical skills through access to a good range of activities and resources. They competently use scissors, a computer keyboard and mouse and are able to successfully thread using string and beads. They skilfully join together pieces as they use construction equipment, jigsaws and build train tracks. Children have opportunities to play outdoors on a regular basis.

Children enjoy healthy snacks and drinks mid-morning and afternoon. Children staying for lunch bring packed lunches from home; these are appropriately stored until required. Children learn the importance of healthy eating through the provision of healthy snacks, discussion and themes. Children's independent access to drinking water regularly throughout the session is not offered.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well planned and organised environment, which contributes to their good learning, development and enjoyment. Staff make good use of the available space to offer children access to a wide range of activities and opportunities both in and outdoors. Children arrive happy, excited and eager to participate, quickly involving themselves in the variety of activities offered. The hall is well set out and prepared prior to the children's arrival offering them access to activities and opportunities covering a range of play experiences. These activities are supported by a good range of equipment and resources.

Children have access to a wide range of toys and equipment, which supports an interesting programme of themes and activities. Equipment is checked regularly for safety and hygiene ensuring children are safe at all times. Children are independent as they make choices and self select toys and equipment from those on offer.

Children are cared for within a safe environment because staff have good safety policies and procedures in place to ensure children's safety at all times. Staff are diligent in their care of children and the provision of a safe environment through the use of suitable safety equipment, good staff ratios and supervision. Risk assessments are completed to ensure the building is safe for children's use, however, some radiators are hot and pose a danger to the children. Children are learning to keep themselves safe through discussion with staff and through gentle reminders about the importance of not running indoors and the safe use of tools, toys and equipment.

Children's welfare is carefully considered by staff who have a clear understanding and awareness of the procedures to be followed regarding child protection. Staff are clear about their role within this area and the responsibilities of the designated staff member. Detailed written child protection policies and procedures, which are shared with staff, parents and carers ensure children are cared for within a safe environment.

Helping children achieve well and enjoy what they do

The provision is good.

All children have access to and benefit from the wide range of activities and opportunities, which promote their good learning and overall development. Qualified and experienced staff use the Curriculum guidance for the foundation stage effectively to provide the children with good quality care and education. Children's learning is well supported by an enthusiastic and experienced staff team. Good staff ratios ensure children are supervised and supported well throughout sessions. Children's learning is supported by a wide range of resources and play experiences.

All children arrive settled and eager to participate in the range of opportunities offered to them immediately involving themselves in the various activities on offer. Children benefit from good staff supervision and interaction, staff are actively engaged with children in their activities and, as a result, children are becoming competent learners.

Children access a wide range of activities each day; staff rotate toys and equipment regularly throughout sessions to sustain children's interest and enjoyment. Opportunities are available for children to be involved in large and small group activities and on a one to one basis.

Nursery Education

The quality of teaching and learning is good.

Children are effectively challenged and engaged in a range of interesting and stimulating activities and opportunities. Children access a wide range of good quality resources, which support their learning and development across all six areas of learning.

Children arrive happy, excited and confident showing an eagerness to involve themselves in the activities offered. They are confident as a result of the positive staff interaction and support, which encourages their self confidence. Children show good levels of concentration when persevering at activities, such as threading and cutting. Children are developing good relationships with one another and with the adults who care for them. They are becoming independent, making choices about their activities during free play. However, opportunities to further develop this independence at snack time are not built upon. Children are becoming competent communicators; they are encouraged to think and predict, for example, they are asked to think about the type of job they might like to do when playing in the 'job centre' or to consider what happens when ice melts. All children are able to make marks with some children being able to write their own name. Children have good opportunities to develop writing and mark making skills through access to a writing area and appropriate writing materials within imaginary play. Children are competent when matching sounds and letters, for example, when looking at the letter 'j', one child tells staff that the name Jane begins with this letter; they are also able to identify items beginning with 'j' in a book or real items used during a focused activity. Through effective staff interaction children are developing good language skills and are becoming skilful and confident communicators, using well developed language and vocabulary. All adults working with the children give clear and suitable responses to children's questions during their play, for example, developing children's language during spontaneous role play opportunities.

Children are developing an understanding of number and number operations; they are able to count the number of children present at register time and are able to successfully identify the written number. They are developing an understanding of mathematical concepts, for example, one child states that they need another child to join the three children already in the rocker boat to make it equal. Good quality resources are available to help children develop their understanding of mathematics. Children competently match shapes and colours when using a computer programme. Children are developing a good understanding of their own environment and that of the wider world through varied themes of work, for example, they are involved in tasting foods from around the world and celebrate a range of festivals. Children are able to enjoy simple science experiments, such as sinking and floating and predicting and watching what happens when ice melts and as they grow various seeds and bulbs. Children competently use a computer, keyboard and mouse and build

elaborate 3 dimensional models describing what their model is.

Children's physical development is well provided for through their access to a range of activities and equipment, which promotes both their large and small skill development. Children competently climb, balance and travel over, under and through when using a variety of climbing equipment. Children skilfully climb up, down and over climbing frame ladders using alternate feet; they safely change direction and speed during music and movement sessions. They are developing good small manipulative skills and hand eye co-ordination. They are involved in a variety of craft and construction activities, such as threading, cutting and joining together varied construction equipment and train tracks. Children's imagination is developing well through access to a range of good resources. Children access role play areas, which are regularly changed to encourage the development of their imagination, for example, a job centre and jewellery shop to match the letter of the week. Staff encourage children's imagination, including spontaneous imaginary play. For example, when using a rocker boat children develop a story about sailing on the ocean with sharks swimming round them. With staff support this develops into a pirate ship where they sail looking for buried treasure. One child jumps out of the boat collecting a piece of paper and a pencil to draw a treasure map. This is well supported by a member of staff who helps them to develop their story. Children access a wide and varied range of creative resources and materials enabling them to produce interesting and individual pieces of art and craft work. Children have regular opportunities to listen to and make their own music.

Activities are well planned and involve the children in a range of interesting and stimulating activities across all areas of learning. Long, medium and daily plans are evaluated and discussed promptly highlighting children's achievements and progress. Staff record observations of children's achievements and use these well to complete developmental records. Systems in place enable staff to quickly identify any gaps in individual children's progress using this information to plan the next steps in their learning.

Helping children make a positive contribution

The provision is good.

All children are included in all the activities provided; their individual needs and circumstances are well known and provided for by staff. Children are developing a good understanding of the wider world through various themes, for example, through the celebration of various festivals throughout the year and the tasting of foods from other countries. Children are encouraged to share and take turns with toys and equipment, developing an understanding of others. Access to appropriate resources promotes children's understanding of diversity. Children's spiritual, moral, social and cultural development is fostered appropriately.

Staff work effectively with parents, carers and outside agencies to ensure that children who have special needs are appropriately cared for and given support to enable them to participate fully in all activities. Staff work well with children on a daily basis. They supervise children with special educational needs through discreet

observation, enabling children to integrate and be included as part of the group. Good verbal and written feedback on children's progress is given regularly to parents and carers.

Children's behaviour is good overall as a direct result of effective staff interaction and involvement with children in their activities. Children receive lots of positive praise and encouragement from all staff for their efforts, attempts and achievements, fostering the development of children's self confidence and self-esteem. Staff are good role models, showing respect and consideration for children, each other, parents and carers. A positive behaviour management strategy and policy encourages children's good behaviour.

Partnership with parents and carers is good.

Children benefit from the good partnership with parents and carers. Parents and carers have access to and receive plenty of good information about the setting and what it has to offer in terms of care and education. They have access to information on themes and activities and are encouraged to participate in their child's learning at home. Staff make use of the entrance area to display information about the group in general. At the end of each session a feedback board informs parents and carers of the activities and their child's day at the group. Parents and carers spoken to were very positive and supportive of the provision and what it offers their children. This effective partnership helps to promote children's learning, development and general well-being.

Organisation

The organisation is good.

The leadership and management is good.

Children's learning and development benefit from the good leadership and management of the pre-school. All staff work effectively together to ensure that children are provided with an environment that is conducive to their good learning, development and enjoyment.

There is a high ratio of qualified staff within the team who are experienced in childcare and are aware of how children learn and develop. Staff have opportunities to access training to enhance their existing skills and knowledge. Staff are clear about their individual roles and responsibilities within the group on a daily basis and within the staff team as a whole. Staff meet briefly before the start of the day to discuss the session and individual staff roles and responsibilities.

The premises are well organised, available space is well planned to maximise play opportunities for children. Activities and equipment is rotated well throughout sessions to engage children's interest and enjoyment. All legally required documentation that contributes to children's health, safety and well-being is in place, well maintained and reviewed.

A policy document and prospectus are available to parents and carers at all times.

These along with an operational folder ensures staff, parents and carers are kept up to date with the group's responsibilities in terms of children's safety and wellbeing.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Since the last inspection, the setting have improved the outcome for children in terms of positive contribution by including information relating to bullying in the group's behaviour management policy and by including contact details for Ofsted in the complaints policy.

Children's safety and welfare has been improved by the amending of the child protection policy to include information on the procedures to be followed in the event of an allegation being made against a member of staff or volunteer. All policies and procedures are available at all times for parents, carers and staff members to view.

The previous nursery education inspection recommended that the pre-school provide opportunities for older and more able children to use their knowledge of single letters and the sounds they make; to build write and read simple words. Children have good opportunities to listen to letter sounds; older children are able write letters and simple words. Younger children are competently able to make marks and older children are beginning to write their own names. Children successfully identify their own names and have access to good labelling and writing opportunities.

The setting were also asked to provide opportunities for children to use appropriate resources and engage in activities, which challenge their thinking and encourage them to question why things happen and how things work. Children are involved in various themes and activities that encourage them to think and predict and ask how things work through well planned experiments and observation activities.

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.

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.
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The quality and standards of the nursery education are good.

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 fresh drinking water is available to children at all times
- ensure that the central heating radiators do not pose a hazard to the children.

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):

- build upon children's existing skills of independence by encouraging them to pour their own drinks at snack time.

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