



Little Angels Pre-School Nursery

Inspection report for early years provision

Unique Reference Number EY290685

Inspection date 29 November 2005

Inspector Sylvia Cornock

Setting Address Weaver Primary School, Western Avenue, Nantwich, Cheshire, CW5 7AJ

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Registered person Deborah Louise Thelwell

Type of inspection Integrated

Type of care Full day 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 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?

Little Angels Pre-school and Out of School Club is privately owned and has been registered since 2004. It operates from a mobile classroom within the grounds of Weaver Primary School, Nantwich. A Maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 15.00 and the out of school 08.00 to 09.00 and 15.10 to 18.00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 49 children aged from 3 to under 8 years on roll. Of these 34 children receive funding for nursery education. The pre-school actively supports children with special educational needs. There are currently no children who speak English as an additional language.

The pre-school and out of school employs two full time and four part-time staff of whom five hold appropriate early years qualifications.

The nursery is supported by an early year's teacher and a local authority special needs co-ordinator.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a range of physical activities that contribute to a healthy lifestyle. They develop self confidence in their small physical skills as they use a range of indoor and outdoor toys and equipment, however, children do not have the opportunity to develop their climbing and balancing skills appropriately. All children learn to listen to their bodies and are able to rest or be active according to their needs. Children comment on feeling cold as they play outside in the unexpected snow fall, giving them the opportunity to enjoy the moment.

Children learn the importance of good personal hygiene through well-organised activities and routines. For example, staff explain how germs circulate and pass from one person to another as they put silver glitter on their hands and shake hands with each child transferring the glitter. Children wash their hands after using the toilet, playing in the compost and before meals. Children are protected from infection because staff are well informed about children's health care matters and records relating to accidents and medication are completed. However, the medication record does not always record the type of medication administered.

Children are nourished throughout the day with fresh, healthy snacks and drinks of milk or water are served with all food. Children can freely access drinking water throughout the day. Staff ensure children's individual dietary needs are met, in consultation with parents. Parents provide children's lunches which are stored appropriately. This enhances children's health and wellbeing.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children feel at ease and welcome in this bright, attractively decorated pre-school and out of school. Well-maintained play room provide children with a safe and suitable environment, along with easy access to a safely enclosed outdoor play area. Good organisation of well-maintained toys and play equipment means children can move around safely and freely and easily access available resources from tables, shelves and boxes at child height. Good use is made of natural play materials and

areas with soft cushions allow for rest and relaxation when required.

Children benefit from a range of safety measures and procedures, for example, safety gate across the kitchen area, regular risk assessments of premises and equipment, and a fully secure outdoor play area. However, although regular emergency evacuations are practised with the pre-school children there have not been any practised with the children attending the out of school provision. This compromises children's safety and well being.

Children are protected from possible abuse or neglect. Some staff have attended training and show a good understanding of the procedures to follow with any concerns. However, the telephone numbers for the local social services and police are not available on the premises and the procedure for an uncollected child is not clear. As a consequence, there are instances when children's welfare is not fully safeguarded. Staff are aware of their roles and responsibilities towards the children's welfare and are aware of the types of abuse and signs to look for.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy at the pre-school and out of school club eager to participate in the variety of activities available. Close and caring relationships between children and staff increase children's trust and help them develop a strong sense of self. They benefit from routines which are consistent and enjoy the many experiences provided, which they explore with interest.

Children in the pre-school and out of school club play happily together and with adults, using a wide range of resources to promote their development. They are able to sit quietly and listen to a story or sing songs for short periods, use construction kits, puzzles, games and small world toys with the support and guidance of staff. Early communication skills are encouraged, children are talked to and listened to and encouraged to participate in discussions. Creative activities are planned every day, giving the children chance to express themselves with different media and play materials such as paint, play dough, compost, sand and pasta.

Nursery education

The quality of teaching and learning is good. Children make good progress in all areas of their development as clear planning of many worthwhile activities ensure children enjoy and achieve well in the six areas of learning. Observations of children's progress and achievements are undertaken, however, these observations are not recorded in a structured and consistent manner.

Children show a strong sense of belonging as they greet each other and the staff on their arrival. A wide range of activities are available for children to participate in, allowing freedom of choice and independence. Several structured group activities during the day help children share their interests and ideas. They talk about the stories they have read, the time of year and the weather. They observe objects which are hidden under a cloth and use their thinking skills they identify the missing item as

one is taken away, They discuss their uses and what they are made of. These activities all contribute to children's understanding and thought about the world around them, how things work and a sense of time and place.

Children use their imagination in play and enjoy a range of physical activities outside which supports their small physical skills. However, children's large physical skills are not promoted well as they do not have the opportunity to use appropriate climbing and balancing equipment. They are beginning to count and recognise different shapes but are not introduced to calculation such as addition and subtraction. Children recognise their names on coat pegs, are confident at linking sounds with letters and freely access the writing table showing their early writing skills. Children's behaviour is good, they play well together and show care and concern for each other. Children sing and accompany themselves with simple instruments. Creative play is enjoyed by all children as they paint, draw and use a variety of materials in their art and craft work.

Helping children make a positive contribution

The provision is satisfactory.

Children within the pre-school and out of school are treated with equal concern and have their individual needs met well. This helps children feel a sense of belonging and develops a trusting relationship with staff. Children learn something of the wider society we live in through different play experiences and through the use of resources and images reflecting people who are different. Children's welfare is promoted because staff work closely with parents on any issue of concern or particular requirements.

Children behave well and their behaviour is promoted through meaningful praise and positive role modelling by staff. Children's contributions and achievements are valued and rewarded which promotes their self-confidence and self-esteem. Children are learning to share and take turns, and they are polite and help one another. The policy for behaviour management is well written, but although the out of school policy includes the procedure for bullying, it is omitted from the pre-school policy, and this compromises the well-being of children.

The quality of partnership with parents and carers is generally good. Effective working relationships with parents results in a good understanding of children's needs. Children feel a sense of belonging in the environment and individual needs are responded to well because there is daily communication between staff and parents. The partnership with parents of children who receive nursery education is satisfactory. They receive written information about the foundation stage of learning. However, the sharing of children's progress and achievements with parents on a regular basis is limited. The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Leadership and management is good. The registered person uses effective recruitment procedures and appropriate vetting procedures of staff. The induction programme and good teamwork make sure all staff work well together to promote children's health, enjoyment and achievement. Staff are encouraged to enhance their knowledge and skills by undertaking further training. This means that children's progress is developed appropriately. Management are consistent in ensuring children's safety within the pre-school and out of school.

Most required records are kept appropriately and are up-to-date, which enhances children's health and welfare. However, the attendance register for the pre-school does not always ensure that children are entered as they arrive, as a consequence, this compromises their safety and well-being. The out of school register records children's attendance appropriately.

Staff working with pre-school children have a sound awareness of the Curriculum Guidance for the Foundation Stage and provide activities which broadly follow the six areas of learning. They work well together in the planning of activities which support children's learning.

Space and resources are organised well to meet the needs of the children and a comprehensive set of policies and procedures support the general management of the setting. Overall the needs of all children who attend are met.

Improvements since the last inspection

Not applicable

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

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The quality and standards of the nursery education are satisfactory.

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 regular evacuation of the premises is practised with the out of school children
- ensure the medication record includes the details of the medicine administered
- include details of bullying in the pre-school policy document on behaviour management
- ensure the policy for uncollected child includes the procedure to be followed and that the telephone numbers for the local social services and local police are easily accessible on the premises with regards to child protection and all staff made aware of them
- ensure the daily register of children's attendance is accurate at all times

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):

- extend the provision for children to develop an understanding of addition and subtraction through everyday practical activities
- provide opportunities for children to use climbing and balancing equipment to develop their physical skills
- devise a structured system which records the observations of children's progress and achievements and share them with parents on a regular basis.

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