



## **Simmondley Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	206855
<b>Inspection date</b>	04 May 2006
<b>Inspector</b>	Karen Ann Byfleet
<b>Setting Address</b>	High Lane, Simmondley, Glossop, Derbyshire, SK13 6JN
<b>Telephone number</b>	01457 860892
<b>E-mail</b>	
<b>Registered person</b>	Simmondley Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 outstanding.

### WHAT SORT OF SETTING IS IT?

Simmondley Pre-school Playgroup was established in 1970.

It leases its own premises which are situated on the edge of the village on a main road with easy access to the centre of Simmondley and Glossop. The provision provides sessional care for children from the local community and from surrounding areas. Children attend for a variety of sessions. There are currently 49 children on roll and of these, 40 are in receipt of funded education. The pre-school provides support

for children who have special educational needs.

The provision is open each week day during term time from 09:15 to 11:45 and 12:45 to 15:15. There is a regular staff group of 7 and of these, 5 hold relevant qualifications.

The pre-school is managed by a voluntary committee of parents. It is a member of the Pre-school Learning Alliance and is supported by the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean, well maintained environment. They are independent in routine personal hygiene tasks, although they have little understanding of why they need to wash their hands before snack and after using the toilet. All staff hold relevant first aid certificates, maintain accident records and follow the comprehensive health policy to ensure children's health and well being is fostered.

A variety of healthy snacks and drinks are available to the children during the sessions from which children are able to make independent choices. For example, they choose between a yoghurt or cheeses biscuits and a drink of water or milk. Fresh drinking water is also available throughout the session from a dispenser, placed at child height with individual cups. Children willingly help themselves to this when they desire.

Children enjoy and participate in a variety of outdoor activities. They are able to move freely between the indoors and outdoor space and engage in activities which promote their physical development. For example, they climb and slide on the climbing frame, plant bulbs and seeds, ride wheeled vehicles and play ball games.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are well cared for in a safe secure environment. Daily risk assessments of the premises and resources are carried out by the staff to ensure children have access to safe and suitable equipment. However, children's safety is compromised as exposed radiators around the room do get very hot. Children move around freely between the indoor and outdoor play areas and activities are well spaced out, enabling children to move in safety and comfort. Staff are well deployed, effectively supervising the children throughout the setting. Regular practiced and recorded fire drills enables children to develop a good understanding of the emergency evacuation procedure.

Children's safety and well being is further promoted, as staff have sound knowledge and understanding of the setting's child protection policy and procedure. Both supervisors are aware of the Local Safeguarding Children's Board procedures and all

staff have attended recent training in this area.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are very happy and settled. They enter the setting confidently and are eager to participate and engage in the extensive range of valuable and stimulating activities. Routines and structure are used effectively and children respond extremely well to the new systems which have recently been introduced.

### **Nursery Education**

Children are making excellent progress towards the early learning goals. They are fully engrossed in an exciting range of developmentally appropriate activities both indoors and out which provide them with optimal challenge. Children respond to challenges and new experiences with enthusiasm and show high levels of independence, imagination and concentration. Through activities such as, sorting, matching and domino games children are developing excellent mathematical concepts. In the sand and water play they use language such as, lighter and heavier and through songs and rhymes they initiate number words. For example, when they are singing 'Hickory Dickory Dock', the children independently suggest rhyming words in order to extend the rhyme for all numbers on the clock such as 'the clock struck 5 the mouse took a dive'.

A print rich environment, their use of writing for a purpose and their access to an exciting and extensive range of books, both story and reference, greatly enhances children's abilities to develop their language and literacy skills. They are developing a superb understanding of the written word and how it is used for instruction, illustration and information. They look at maps of the world to discover where places are in relation to England, write 'shopping lists' and 'make appointments' in the role play area. Children are very confident to try out new experiences which are presented to them. For example, they enjoy making casts of their feet and working with a variety of modelling materials when they have a sculptor visit the setting.

Through a diverse range of topics and activities, children make sense of the wider world and their local community. During an outdoor play activity they dance round a maypole which they have all contributed to making. As a whole group they participate in community life, taking part in the local festival where they all dress up for a 'float procession' through the village. The outdoor play area is utilised well. Children plant bulbs and seeds in the garden area and they use climbing and balancing equipment with confidence. They have an excellent understanding of the effects exercise has on their bodies, as they independently pour themselves a drink of water after running around outdoors.

The quality of teaching and learning is outstanding. It is consistently exciting and challenging for all children. Staff's excellent knowledge and understanding of the foundation stage and the stepping stones enables them to plan effective activities and experiences that are well matched to children's needs and interests. Relationships are very good. Staff know the children well and their teaching

motivates the children so they are keen to learn and make very good progress. Written observations made by the staff means they are able to plan effectively and ensure children are appropriately challenged according to their stage of development. All staff are included in the planning process, putting their ideas and suggestions forward. They make excellent use of time and resources and use their monitoring procedures well to evaluate the quality of their teaching. They have an excellent understanding of behaviour management using a quiet, calm and sensitive approach in which they use reasoning and explanation.

### **Helping children make a positive contribution**

The provision is outstanding.

All children have equal access to the extensive range of resources and activities. They are treated as individuals by all staff, who ensure activities are suited to children's specific levels of understanding and that they are appropriately challenged. Positive relationships are formed and children work extremely well together, sharing and taking turns. They are exceptionally well behaved, listen to others with interest and welcome visitors into the setting in a confident and polite manner. Through the well-planned topics, children have many opportunities to engage in activities which enhance their learning and understanding of the wider community and the world around them. Children with special educational needs are welcomed into the setting and encouraged to be independent along with all children. Excellent relationships with parents and the individual education plans completed by staff, ensures children with special needs are fully included in all aspects of the care and education. Children's spiritual, moral, social and cultural needs are fostered.

Partnership with parents and carers is outstanding. They are kept informed of their child's progress and development through daily exchange of information and by invitation to more formal meetings with staff, to discuss their child's progress through the stepping stones. An information booklet, provided to all parents, includes detailed information about the setting, early learning goals, staffing and Ofsted details. Parents are very happy with the provision, they highlight their delight with the friendly, professional, approachable staff. Parents and carers involvement in the children's learning is highlighted through the use of a 'scrapbook' which the children take turns to take home. Parents complete a page in the book with photographs or written comments about what the children have been doing at home through a whole week. This is then shared with all the children at circle time, providing positive links between home and pre-school.

### **Organisation**

The organisation is good.

Children are very relaxed and self-motivated in a well-organised and inspiring environment. They are extremely confident and relish their time in the group. The setting has excellent systems in place to support their working practices and promote the children's care and well-being. However, although a daily register of attendance for the children is maintained this does not contain their times of arrival and

departure. Very comprehensive policies support consistent and professional practice. Staff share and receive information with parents regularly, maintaining excellent records in a professional and systematic manner to ensure they are up to date. All relevant documentation is in place and supports the very high quality practice.

Leadership and management of the provision is outstanding. The two supervisors are very pro-active in their approach. They work alongside the established staff team who are deployed very well to ensure children are well supported. Comprehensive and flexible planning systems allow children to make extensive choices. Staff are highly skilled at adapting plans to effectively support and guide children to extend their play and learning. The supervisors ensure staff maintain and update their professional skills and attitudes through ongoing training. Overall the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection it was recommended that the child protection policy be revised to include procedures to follow in case of an allegation against a staff member. The setting has fully reviewed this policy and it now contains a procedure to follow and staff have very good knowledge and understanding of it. Ensuring children's safety and well being is promoted.

### **Complaints since the last inspection**

There have been no complaints received by Ofsted since the last inspection.

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.

The quality and standards of the nursery education are outstanding.

### **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 children develop an understanding of their personal hygiene
- ensure radiator temperature is monitored in order to prevent accidents
- ensure daily register of attendance contains children's time of arrival and departure.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)