



Chatburn Pre-School and Out of School Club

Inspection report for early years provision

Unique Reference Number	309266
Inspection date	13 December 2005
Inspector	Lorraine, Susan Fay
Setting Address	Chatburn C of E School, Sawley Road, Chatburn, Clitheroe, Lancashire, BB7 4AS
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Registered person	Judith Smalley and Helen Stratton
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?

Chatburn Pre-school and Out of School Club has been registered since 1992. It is privately owned and is registered to provide full day care for children aged between 2 and 7 years. The setting opens from 08.30 until 18.00. The facilities provided include out of school care and pre-school provision. There are 85 children on roll, 23 are in receipt of nursery education funding. The setting supports children with identified special needs. There are no children with English as an additional language in

attendance. All children attending the out of school club attend the Chatburn Church of England primary school. A number of children using the out of school facility are over the age of 8 years.

The setting has sole use of the lower ground floor area below Chatburn Church of England primary school. Facilities include two large playrooms and a smaller wet play area with adjoining kitchen, toilet facilities and an office. Outdoor play is provided on the adjoining school play ground for supervised activities and staff organise local outings. Children can either eat a hot meal in school or bring a packed lunch with snacks provided during the morning, afternoon and out of school sessions.

There are five permanent staff members all of whom hold relevant child care qualifications. Both registered providers manage the setting with the assistance of appointed supervisors. Additional staff are available to call upon when required.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. Staff ensure that children follow strong routine procedures which in turn minimise the risk of infection and cross contamination. Staff lead by good example, as a result children learn the importance of hand washing at appropriate times throughout the day. Children are encouraged to take responsibility for their own hygiene and are extremely motivated when attending to themselves in the bathroom. This means that children develop great independence and an awareness of personal hygiene. Staff follow strict practices in relation to keeping the premises, toys and equipment clean. These practices allow children to play in a clean environment without risk to their health.

Children enjoy a healthy diet and look forward to healthy meals which are freshly prepared on the premises. They take great delight in sitting together at meal times. They chat freely to their friends and staff. This good practice allows them to develop their social skills and their understanding of nutrition. Children learn about the importance of healthy eating and strong teeth. They take an active part in the government dental campaign 'Smiling For Life'. On the day of the inspection the practitioner informed the children that fruit was good for their skin and teeth. At the beginning of the placement staff gather information from parents in relation to children's likes, dislikes and any other dietary requirements. This means that children's individual dietary needs are very well met.

Staff plan a wide and interesting programme of physical play activity for all age ranges. Children laugh out loud as they follow the instructions of the energetic staff. They act out the Nativity and dance to the sound of the musical instruments. Children recognise changes to their bodies. A child tells the practitioner that he is too hot because he has a woolly hat on. Children develop their fine motor skills as they cut around shapes when making Christmas cards and calendars. Staff ensure that

children continue to develop their physical skills in an exciting way. They plan physical play sessions with fun in mind.

Children enjoy a range of challenging outdoor play activities. They are confident as they run around the pre-school play ground and climb the climbing equipment. Children enjoy team games after school.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children stay safe because staff pay particular attention to their safety both within the setting and during outings. Risk assessments are in good detail and are regularly updated. A comprehensive safety policy is shared with all staff and parents. This means that staff are well aware of their responsibilities and are able to provide a safe environment for children. The premises are secure and enhanced with additional safety features for example, socket covers, safety glass and the regular maintenance of electrical equipment. Staff carry out firm safety checks before the children go out to play. As a result children enjoy safe outdoor activities.

Equipment is very well maintained and readily accessible to children. An effective system is in place for the reporting of any faulty equipment. This shows that staff are vigilant and have the safety of the children in mind when setting out activities and resources. Staff create an environment in which children feel safe and secure. Children are very happy and content. This is evident as they enter the setting and say goodbye to their parents.

Children learn the importance of keeping themselves safe and a safe environment. They learn about road safety and help to keep the setting tidy. They help staff to tidy away activities at the end of the session. Staff keep records up to date that have impact upon the safety of the children. Emergency contact details are well documented and accident records are clear in detail. This means that parents can be readily contacted should an accident or incident occur.

There is a child protection policy which is made available to parents and staff. However, not all staff are fully aware of its content and who to contact should a concern arise. As a result the well being of the children is not paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and achieve because practitioners provide a broad range of challenging play opportunities for all age ranges. Children are very happy and settled as they are able to move around the setting freely. Staff plan resources and use all available space very well. This means that children are able to explore exciting toys and equipment independently. Staff adapt activities to allow all children take part in high quality art, craft and music. Children in the pre-school room laugh out loud as they follow the actions of the energetic staff during the Christmas singing activity.

They are allowed to express their individuality during craft sessions. Children choose from a variety of materials and paint textures when creating collage pictures for the display boards. Children are competent learners as they are able to use their imaginations and be creative. The home corner is well set out, which allows children to engage in quality role play. They pretend to make cups of tea, dress dolls and act out family life. After school, children enjoy a wide range of recreational activities. As a result, children look forward to attending the out of school club. One child tells the Inspector "it is great fun".

Children throughout the setting are extremely confident and respond to the challenges set by the staff. They work harmoniously in a group, for example when playing the domino game and completing the large jigsaw. Children communicate effectively as they find a solution to the puzzle. They develop their concentration when listening to stories and following the instructions of the staff. A group of pre-school children listen to the practitioner as she explains how they are to enter the large hall in preparation for the Nativity play. Children are given great opportunities to develop their independence. They attend to their own needs in the bathroom and are able to put on their own coats before playing outside. The older children assist the younger children in finding a place at the snack table and hanging up their costumes after the Christmas play.

Children are provided with lots of opportunities to develop and use their social skills. They look forward to sitting with their friends during circle time and at the table at lunch time. Children are encouraged to communicate. They chat freely to their friends and to the attentive staff. As a result children are secure within this learning environment.

Nursery Education.

The quality of teaching and children's learning is good. Staff plan a curriculum that is challenging and interesting. The curriculum covers all aspects of children's learning. This means that children can access and make choices from a wide range of exciting activities and play experiences. Staff have a firm knowledge of the Foundation Stage and are therefore able to plan for individual children's needs very well. This is done through an assessment procedure, observation and monitoring system. Staff continue to develop the assessment process in order to make clear links with the early learning goals.

Children are developing a strong understanding of number. They count the number of snowmen on the display board and the number of children present during circle time. Some children are able to count to twenty and beyond. They learn to add and subtract, one child tells another, "we need another brick to finish off our sky scraper". They learn about shape and size when creating the display board all about shape.

Staff make constructive use of outside agencies. This means that children learn about people who help us within the local community. They enjoy visits from the dentist and the fire department. Staff provide resources that enforce the information given during visits. Children are able to access books for example, about the fire department and role play the role of the dentist. Children learn about other cultures. They make Chinese lucky envelopes when celebrating the Chinese new year and eat

a variety of foods from around the world at snack time. As a result, children have a good understanding and knowledge of the wider community. Children are confident communicators who interact very well with their peers and with staff. Children talk during circle time about events at home and use gesture as a method of communication. Children are provided with great opportunities to look at books. Children learn that text runs from left to right and some children are able to read some simple words. They learn to handle books with care as they read to each other in the book corner.

Staff display a strong commitment to children's learning. This means that children are making good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are able to make positive contribution as they are made to feel extremely welcome and valued. Staff display a firm understanding of equal opportunities. This is strongly reflected in the way they get to know individual children very well. Children learn about other cultures through a wide range of books, jigsaws and imaginative play equipment. They learn about festivals from around the world, such as the Chinese new year. They enjoy a Chinese banquet and make 'lucky envelopes' known as Ang Pow. They construct a Sukkot using twigs and branches when celebrating the Jewish harvest festival.

Children with identified special needs are very well integrated within the setting. Staff ensure that any additional equipment or support is sought. This enables children to get the best from their time within the setting.

Staff are good role models who value and respect children. They adopt the Birth to three matters framework when developing 'strong' children. A member of staff offers comfort to a child who is a little apprehensive in joining in the Christmas festivities. She provides reassurance, which allows the child to feel secure and acknowledged. Children learn their boundaries and respond to positive praise and encouragement offered by the staff. Children smile broadly as they are praised for helping to tidy away after the session. Children are very well behaved and well mannered. They use please and thank you, for example when asked to select a book from the book area. Children's social, moral, cultural and spiritual development is fostered. Children learn to care for plants and wildlife. They feed the hamster and water the sun flower seeds. Children enjoy the sound of relaxing music during free play sessions and after school. This means that children are able to play in a relaxing atmosphere.

Good relationships are fostered with parents from the onset. Parents are provided with a wide range of information about the setting and build reliable links with key workers. They are able to access their child's development folder at any time. This means that parents are able to observe children's work. Staff gather and record pertinent information given to them by parents relating to individual children. This information includes children's likes, dislikes, and any other personal characteristics of the child. This means that staff can meet individual needs of children. As a result, children are settled and eager to come into the nursery. Detailed policies and

procedures are displayed on the parents' notice board along with details of the early learning goals. Parents are actively involved with children's learning. For example, parents contribute items for themes and topics, and brought in items for the Christmas play. Staff create a most welcoming environment in which parents feel comfortable. They are made to feel at ease as they chat to staff either at the beginning or the end of the session. Parents speak most highly of the service provided by this setting.

Organisation

The organisation is good.

Staff organise internal and external resources very well. This means that they are able to meet the individual needs of children. They plan a wide range of interesting indoor and outdoor activities that children find challenging and exciting. Out of school activities are selected with full participation from the children. They select their own resources and are asked for their ideas. As a result children are eager to enter the setting and are very happy in their play. Staff ensure that children are suitably supervised in order that they can play and explore in safety. There is a rigorous procedure in place for the recruiting of staff. This system includes an induction and appraisal system. This means that staff are very well supported and are fully aware of their roles and responsibilities. This is reflected in their everyday practice and adds to the smooth running of the setting in which children are settled and secure.

Documentation is kept to a good standard. It is well organised, in good detail, up to date and regularly reviewed. This reflects the forward thinking of the management team and reflects a professional approach. All staff and parents have access to detailed policies and procedures.

The leadership and management of the setting is strong. The managers lead with enthusiasm and commitment. Staff speak highly of the level of support given to them by the management team and as a result feel autonomy within the setting. They are actively involved in decision making to the best interest of the children attending the setting. Training is made readily available where ever possible and in house training plays a key role. Staff have attended training in relation to the foundation stage, first aid and health and safety issues. These contribute to staff being able to meet the needs of children very well. The registered providers monitor the planning system for all age ranges and promotes firm links between the setting and the early years teacher team. This ensures that children are provided with a strong and varied educational programme.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection this setting agreed to ensure that the non-collection of children statement accurately reflected the procedures in practice and to ensure that incidents deemed also as accidents were recorded appropriately.

The non-collection of children's policy is clear and shared with staff and parents. This means that staff have a clear procedure to follow should a child not be collected and that all parents are clear of this procedure should the need arise. A system is in place for the recording of incidents. As a result parents are kept well informed of any incidents or accidents which may occur.

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.

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 that all staff are aware of the content of the child protection policy and who to contact should a concern arise.

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):

- continue to develop the assessment process.

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