



## **West Cliff Pre School Group**

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 400362   |
| <b>Inspection date</b>         | 24 January 2006                                  |
| <b>Inspector</b>               | Christine Tipple                                 |
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| <b>Registered person</b>       | Linda Dossor and Jane Hartley                    |
| <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 good.

### WHAT SORT OF SETTING IS IT?

West Cliff Pre-School Group has been registered since 1992. It operates in a classroom within the West Cliff Primary School building in the centre of the seaside town of Whitby. It is privately managed by joint owners. There is access to an enclosed outside play area within the school grounds. The playgroup is registered to take a maximum of 24 children aged from 2 years to under 5-years-old.

There are currently 37 children on roll; of these, 19 are in receipt of funded nursery

education places. The group is open Monday to Friday from 9.00 to 12.00 in term time only.

There are 4 members of staff who work with the children, all of whom have an appropriate childcare qualification. The group currently support a student on placement. They are a member of Pre-school Learning Alliance and receive support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean environment. The children enjoy a range of activities that contribute effectively to their health and hygiene practises and minimise cross infection. However, the written consent from parents in relation to emergency medical advice is not sufficiently detailed. There are clear routines for the children in accessing facilities for their personal care throughout the session. Children are aware of the need to wash their hands before snacks and after messy activities. They also wipe their noses independently. Older children are developing their independence through taking responsibility to use their name card when leaving the room for the bathroom.

Children have regular opportunities in the day to use large and small equipment in the development of their physical skills, both inside and out. Children have occasional use of the school hall for additional physical activities. The children use steps to climb up the slide and onto the climbing frame. They balance and learn control over their movements, through using equipment to manoeuvre around, such as, obstacle courses. The children select from a variety of tools to grip, cut and shape materials. Some children are becoming confident in the use of the computer mouse.

Children have a variety of tasty snacks provided. These consist of cut up fruit and vegetables on a platter and children freely access this at the start of the session. They have a more formal snack time later on, where the children sit together and have various fresh foods, such as, bread sticks, cheese, cucumber and tomatoes. Children have drinks at snack time. They get the choice of either milk or water. There are small water coolers for the children to use throughout the session. The children have information about being healthy and discuss what they eat through the planning of topics. The children get opportunities to talk about and taste food in a positive way.

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

The provision is good.

Staff have a good understanding of safety and security with the children. There are effective risk assessments in place that are reviewed as required. Security is well managed by staff in conjunction with the school and the pre-school who have their own separate entrance. Staff take all reasonable steps to prevent accidents happening. The facilities used by the children, and the range of toys and equipment

provided, are of good quality and well maintained. These offer the children variety and promotes a stimulating environment for them.

Children learn about safety through planned activities, such as, road safety with the lollipop person. There are visits from the safety and rescue services, which the children follow up with a display of the equipment and vehicles they use in rescues. Children take responsibility to manage the number of children who can safely access the climbing frame at any one time. Children self-select resources, this includes putting them away safely at tidy up time. Children are confident in selecting the right boxes, as well as carrying them and placing them away again.

Children are protected by staff who have relevant information and procedures in relation to child protection, which ensure the safety and welfare of the children who attend the group.

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

The provision is good.

Children are happy and settled at the pre-school. Children are interested and confident in their surroundings. Good relationships are established by staff with the children and their families. The children who under three-years-old have good access to all areas of the provision. Staff are in the process of establishing plans for this age group by using the 'Birth to three' framework. Younger children have opportunities to be creative and use their physical skills effectively. They have good opportunities to use their imagination in the role play areas and through the small world equipment. They use tools for a purpose and represent this by self-registration in recognising symbols on their name card. The children sit with the older children at circle and snack times and become familiar with the routines.

### **Nursery Education**

The quality of teaching and learning is good. Staff's knowledge and understanding of the early learning goals and how children progress through the stepping stones is secure. Staff understand the children's needs, offering them a positive range of experiences through the activities provided to enable them to progress. Staff work with the children to offer different approaches in their teaching methods, such as, 1-1 and various group sizes. Overall, children have good access to all resources and equipment provided. The children have appropriate challenges in their play to enable them to maintain their interest and to extend their skills and levels of understanding.

Children are confident and are interested in their environment and have a positive approach to learning through their play. They are forming friendships with each other, to develop self control through the routines and staff support. Children communicate well with staff and each other. Staff use questioning effectively with the children to extend their thinking skills and use of language. For example, the smelling of different pots. The children discuss what they smell and what it reminds them of. There are good displays of letters and words through labelling. Children self-register using their name cards. This is extended to when they leave the room for the bathroom, when they check in and out with their name. Access to books are good, with children using

this area well, both individually and in small groups. Children mark make in a variety of mediums, and older children are formulating letters and writing their names confidently. Children use numbers and counting in their activities. There are visual displays for the children to assist their recognition of numbers. Children self-regulate and count how many there are on the large equipment, as only four children are allowed. There are evident opportunities for the children to use rulers to measure, to use language, to describe and compare shapes and size. For example, this is done during the construction of a tower. The children talk about their environment through planned topics. The children investigate change, such as, the weather, and through monitoring a pupae that becomes a butterfly. The children fully understand this process. They discuss their families and experiences outside of the group, such as, holidays and a parent returning from the Falklands. There is very good access to the computer, which the children use confidently to extend their skills in language and numbers. There are a range of creative experiences for the children to use their imagination through the provision of good role play resources. They explore different mediums, including paints and tactile materials. Children access a good selection of construction materials large and small. Children enjoy listening to music and to sing and be involved in action songs.

Staff know the children well and they all have responsibility to observe the children through their every day play and focused activities. Each child has their individual record, which identifies their progress through the stepping stones. However, there is not always enough evidence recorded through the observations by staff to assess the children's ongoing progress, and how this links to the stepping stones recorded in their individual assessment profiles. Staff evaluate activities to identify the need to support and challenge the children and this is used effectively to inform future planning.

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

The provision is good.

Parents and children are made welcome at the pre-school. Children's individual needs are recognised and supported. There is a selection of resources and equipment that promote diversity appropriately. The children presently sponsor a child in South America and previously in India. They send pictures and newsletters to each other. This provides the children with an awareness of the wider world and other cultures. Children have visitors to the group to extend their experiences. All of which, helps in fostering the children's spiritual, moral, social and cultural development.

Behaviour is managed effectively. Staff work together to offer a consistent approach with the children. Children are confident in the routines and expectations, which are age appropriate. Emphasis is on 'positive things'. Children are praised and encouraged to develop their self-esteem and confidence. Children use their manners well, with the group promoting taking turns and children sharing resources and equipment. Children respond affectionately to staff, nurturing a caring and supportive environment for the children to develop and learn.

Partnership with parents is good. Parents are welcomed into the pre-school. There is

a good range of information displayed on the notice board, and some additional information about the group in the parents welcome leaflet and through the newsletter. There are a range of policies and procedures in place that offer parents clear details about the care and provision provided, and how this promotes their children's safety and well-being. Staff provide positive daily contact with parents and this is managed in an informal way, which keeps parents informed about their child's day. This helps to maintain the link with home for the children. Parents are invited to access their children's records at any time; again, this is managed on an informal level.

## **Organisation**

The organisation is satisfactory.

The children's care and learning is supported with a team of staff that offer a well-managed environment. The space offers children a variety of experiences, through the resources and provision in place. This promotes children's learning effectively. There are policies and procedures, which staff use to promote children's well-being appropriately. The records and documentation are reviewed and maintained satisfactorily. However, the procedures for the recruitment and selection of staff and their induction are not detailed sufficiently in relation to the application details and timescales for staff induction. There are appropriate systems in place for keeping records secure, thus ensuring confidentiality.

Leadership and management is good. Children benefit from a committed team of qualified staff who are motivated. They offer children a happy and caring environment in which to play and learn. There is an effective training programme that all staff access throughout the year. This ensures the update of information and skills in relation to childcare and education in early years. There are regular team meetings and staff are receptive to developing their provision to extend the quality offered for the children. There is no formal assessment on the evaluation and development of the care and education offered, but staff have a clear vision and understanding of the areas they are to improve for the future. The pre-school have good links with the reception teacher, which provides the children a supportive transition when moving into the main school. Overall, the provider meets the needs of the children who attend.

## **Improvements since the last inspection**

The last day care inspection recommended the playgroup carry out a risk assessment on all areas of the provision and to have a visitors log. Finally, to include in their child protection policy and procedures allegations against staff members.

The playgroup have detailed risk assessments in place that cover all areas of the provision. These are reviewed and staff take responsibility to ensure all risks are minimised for the children attending. The visitors book is established and used to record all persons who attend playgroup. The child protection policy has clear procedures to be followed if allegations are made against a staff member. This ensures the ongoing safety and protection of the children who attend.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since 1st April 2005. 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 written parental permission is requested to the seeking of emergency medical advice or treatment
- extend staff procedures in relation to recruitment and selection and the induction programme to ensure a more rigorous approach

### **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):

- provide more evidence of observations carried out by staff of children's progress to show how these link to the stepping stones recorded in the children's assessment profiles.

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)