



## Fazeley Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	218143
<b>Inspection date</b>	11 January 2006
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<b>Registered person</b>	FAZELEY PRE-SCHOOL COMMITTEE
<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?

Fazeley Pre-School is run by Fazeley Pre-School committee. It opened in 1983. It operates from two rooms in a church hall on the outskirts of Tamworth. The group serves the local area.

The pre-school is open each weekday during term time from 09.15 to 11.45 and 12.30 to 15.00 Monday, Thursday and Friday.

There are currently 53 children aged from 2 to 5 years on roll. Of these 44 children receive funding for nursery education. The setting supports children with special needs.

Eight staff work with the children. Four staff, including the manager have early years qualifications. Two staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of good personal hygiene through well-planned routines. Children know that they must wash their hands before helping themselves to their snack and after using the toilet. Good hygiene procedures throughout the setting ensure that children are cared for in a clean environment. Effective procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy.

Children benefit from a healthy diet. They help themselves to snacks and drinks at the 'Snack Bar.' They enjoy a varied menu of snacks such as toast, fresh fruit and vegetable sticks. All snacks comply with any special dietary requirements to ensure children remain healthy. Staff work in partnership with parents to meet children's dietary needs. Children are learning about healthy living through discussion with staff and well planned topics. For example, 'All About Me' which includes how we can stay healthy, good foods to eat, and how to clean our teeth.

Staff use 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' well to provide a range of physical play experiences for all children. Children enjoy good opportunities for physical exercise, however they have few opportunities to go outside for fresh air. Children join in well with action songs and musical games and enjoy climbing on a climbing frame. This enhances children's physical development. All are able to rest and be active according to their needs.

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

The provision is good.

Children are cared for in a well-organised environment, where risks to children are limited through good safety and security procedures. Staff monitor access to the group at all times and precautions are taken by staff to ensure all areas are safe and secure. Daily checks on the premises and equipment are made to ensure children are kept safe. Comprehensive risk assessments are completed by the manager, which identify the risks to children and how to minimise them. Children are well supervised and staff ensure that adult to child ratios are maintained at all times. Fire evacuation procedures are fully understood by staff and are practised regularly, consequently, children's safety is well promoted.

Children learn how to keep themselves safe, for example they understand that they must not run in the play room and they know how to use PE equipment safely. They respond appropriately to the emergency evacuation drill and learn how to cross the road safely through planned topics and role play. Staff discuss with children what they should do if they get lost and who they should speak to for help. Children have access to a range of safe toys and equipment, which, are well maintained by the setting.

The majority of staff have a good understanding of their child protection responsibilities. However not all staff are clear of the appropriate responses and this compromises children's safety.

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

The provision is outstanding.

Children enter the group confidently and enjoy their time in the setting. Children enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from familiar routines and staff are very attentive to their needs. Staff plan a stimulating and exciting programme of activities to inspire and challenge all children, as a result children show interest in the activities and high levels of concentration. For example, at the discovery table children explore a variety of resources such as natural materials, magnets and magnifying glasses.

Children play happily together and with adults, using resources such as puzzles, construction and number games. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Exploration with paint, dough and sand helps children represent their experiences, feelings and ideas in a variety of ways.

Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for. Staff provide excellent resources to enhance children's learning. They use innovative ideas to instruct children how many children can play in a specific area and to inspire children to take part. For example children wear 'magic rings' in the writing area, they wear hard hats when playing with the roadway and diggers and children wear a 'scientist necklace' when investigating in the discovery area. Children use their imagination well because staff provide interesting and well planned role play scenarios. For example the children act as doctors, nurses and receptionist in the 'doctors surgery.'

Staff use 'Birth to three matters' framework well to plan for young children's development. They have a sound knowledge and understanding of the range of experiences which enable young children to develop and learn. Staff undertake detailed observations and assessments which help to plan for individual children's next steps in learning.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a good knowledge and understanding of

how children learn and use the stepping stones to clearly identify children's achievements. Planning is good, it links clearly to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Observations and assessments are thorough and they are used effectively to inform planning for children's next steps in learning. This ensures that children are making progress. Staff engage in children's play and challenge them by good use of questioning to extend their learning. Behaviour is well managed and this results in a calm and caring environment for children.

Children are excited and motivated to learn, they enjoy new experiences with enthusiasm, such as using magnets to pick up paper clips and making patterns with metal filings. They form good relationships with staff and their peers, which promotes their sense of well-being. Children are developing their independence and self help skills through going to the bathroom on their own, helping themselves to snacks and selecting their own resources.

Children are confident speakers and initiate and continue conversations with others. They are learning that print carries meaning through recognising their name on name cards and seeing words in the environment. Children make very good use of the book area, they choose their own books and listen to story tapes. This means that children explore a range of words and texts. They have good opportunities to practise their emergent writing skills in the graphics area, which is very well resourced and well supported by staff. For example children collect writing pads and pencils and take food orders for the snack bar. Children are beginning to write their own name and link sounds to letters.

Children understand and use numbers well. They count reliably to ten and show an interest in shape and colour. They have good opportunities to develop simple calculation skills through number rhymes and counting how many cubes they have left if they take two away from their tower. However, there are limited opportunities for children to count above ten. Children develop good exploration and investigation skills as they explore items in the discovery area. For example they learn how magnets work and make patterns with metal filings. Children are learning about the world around them through well planned topics such as the 'Rain Forest'. However they have few opportunities to explore their local community.

Children move confidently and are developing good coordination skills, they show a good awareness of space and handle a range of tools and small equipment well. They learn to balance and climb during regular PE sessions. They enjoy making models with play dough and recycled materials. Children express themselves freely through painting and enjoy exploring many different textures such as sand, water and collage.

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

The provision is good.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals. Children's confidence and self-esteem are developed by staff with very good use of praise and encouragement. Children are

beginning to learn about the wider world through well planned activities and topics such as Chinese New Year and Diwali.

Children behave well in response to clear boundaries set by staff. They are learning to share and take turns with equipment, for example they share construction toys and take turns when playing musical instruments. Children independence is well fostered they access the bathroom when they need to and decide when they eat their snacks. They have many opportunities to self select their toys and initiate their own play. Children are encouraged to help each other when tidying up. Staff ensure that the resources positively represent individuals from the wider community, this helps children develop a positive attitude to others. This positive approach fosters children's spiritual, moral, social and cultural development.

All children benefit from the positive relationships staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents receive very good written information in a welcome pack, on how the setting operates. They are invited to give their views on a regular basis through ongoing discussion and completion of a questionnaire. The partnership with parents and carers who receive nursery education funding is outstanding. They receive excellent information on the educational programme provided for their children. Regular newsletters inform parents of current topics and suggestions of how they might help extend their child's learning at home. Staff encourage children to take home story sacks and number sacks to share their learning with parents. A home-school book is used for staff to inform parents of their child's progress and parents can comment on how their child is progressing at home. Parents are also invited to parents meetings to discuss their child's assessments and attainment. The consistency is further advanced by daily verbal feedback to ensure parents are informed about what their children have been doing whilst attending.

Children with special needs are warmly welcomed into the setting. Staff work well with parents and other agencies to meet children's individual needs.

## **Organisation**

The organisation is good.

The pre-school is clear in its aim to offer the best for the children in their care. Children benefit from a staff team that are committed to training and development to improve their practice. Children are familiar with the routine and are comfortable and at ease in the setting. An effective key worker system ensures that children are cared for by consistent staff. They are confident to approach staff to ask questions and request support. Space and resources are well organised which enhances the care offered to children.

There are effective recruitment procedures which ensure that staff are appropriately vetted and there is a good level of qualified staff who work with the children. There is a high ratio of staff to children to offer good support to children. There are clear systems in place for recording accidents, medication and attendance records. Induction training and detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare.

Staff have a good knowledge and understanding of the 'Curriculum Guidance for the foundation stage' and 'Birth to three matters' framework. Which means they plan a comprehensive range of activities to offer high levels of challenge to children. An effective system of observation and assessment is in place, and these are used to inform planning for the next steps of children's learning. This means that the children's progress is monitored and developed appropriately. Staff are enthusiastic and work efficiently together as a team and there is a supportive management structure in place. The manager takes an active part in the setting and monitors the educational provision well, and she is committed to continuous improvement and development. Staff are supported with regular meetings, ongoing training and appraisals which ensures the educational programme is delivered effectively. Consequently, the leadership and management of the setting is good.

Overall children's needs are met.

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

At the last inspection an action was raised regarding written permission from parents to administer medication to children. To address this action the setting has introduced a medication procedure which includes obtaining written permission from parents before administering any medication. This ensures children welfare is safeguarded.

At the last nursery education inspection the setting was asked to ensure opportunities are provided at the end of each theme for children to practise new words and consolidate their learning. To address this the setting have developed a procedure for planning new words that children learn during a topic. These are recorded on a 'New Word' board and discussed with the children at the end of the topic. This helps to consolidate children's learning.

### **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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## 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 all staff are aware of child protection procedures

### **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):

- develop further opportunities for children to count above 10
- further develop opportunities for children to go outside and explore their local community

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