

Holme Slack CP School Pre-school and OOS Club

Inspection report for early years provision

Unique Reference Number	EY302337
Inspection date	19 January 2006
Inspector	Kathy Ann Leatherbarrow
Setting Address	Holme Slack C P School, Manor House Lane, Preston, Lancashire, PR1 6HP
Telephone number	01772 795257
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Registered person	Holme from Home Pre-school
Type of inspection	Integrated
Type of care	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.

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?

Holme Slack C P School Pre-School and Out of School Club was registered in April 2005. The school is located within the city location of Preston. The facility, which operates from a detached building with an additional self-contained building to the rear of the premises, has base rooms for children according to their age and stage of development.

The provision is open term time only. Opening hours for the pre-school are from 09.00 to 11.30 and there are currently 16 children on roll, of which 12 are funded 3-year-olds and 4 are funded 4-year-olds. The out of school club is open from 15:15 until 17:45 and there are currently 26 children on roll, of which 4 are under 8 years. The setting supports a number of children with special educational needs and for whom English is an additional language.

The pre-school has a qualified manager and a nursery nurse in post who hold appropriate early years qualifications. The out of school club has a supervisor in post who holds a level 2 qualification and is working towards an NVQ level 3 in play work, along with an unqualified member of staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is suitably promoted as staff implement policies and procedures effectively to prevent the spread of infection. Pre-school children understand the importance of good personal hygiene practices. For example, they independently wash their hands after messy activities and using the bathroom to give them a good scrub to get rid of the 'germies'.

All children attempt to sit in the pre-school for snack together. However, due to insufficient space, some children are moved onto the floor area. This results in children spilling drinks and not being able to sit comfortably. Children can choose from a selection of different fruits or toppings on their toast which are nutritious and well balanced. Older children have an understanding of the importance of a healthy diet as they frequently discuss that eating fruit is good for them.

Children play activities outside on a daily basis which ensures that they receive plenty of fresh air and exercise. There are reasonable procedures for recording information. Most parental consents are in place should children become ill or have an accident. All parents receive a letter notifying them if and when their child has had an accident, but parents do not sign the accident book.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in bright, attractive and secure environment which enables them to move around with ease as there is appropriate space for them to play and rest. They are developing a good sense of belonging through the warm and welcoming accommodation and have free access to all their dedicated space to select good quality toys and resources independently.

The children are encouraged to tidy-up and put their toys away after sessions and some are aware that if toys are left on the floor, they may fall over them. They take part in fire evacuations and older children have a clear understanding of why these are necessary. All children have frequent access to safe outdoor areas with plenty of interesting and imaginative activities. For example, they chalk pictures on the walls and follow each other in a long line being a train.

Children are generally safe because risk assessments are in place and maintained to a sufficient level within the pre-school. However, out of school club risk assessments have not been updated which compromises safety as children are able to let adults into the building. Children's well-being is protected because the staff know their role in relation to child protection and have reasonable procedures that could be put into place should there be any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Pre-school children arrive confidently and are happy in the care of a supportive staff team. There are sound relationships between the staff and children. This contributes to their well-being and enables them to receive daily care from familiar adults who know them well. The children enjoy their time at pre-school with lots of fun and laughter where the staff effectively stimulate their creative development.

Children attending the out of school club are generally confident in their relationships with their peers and staff. For example, they are self-assured as they chat happily about their day in school. They play together in small groups at times generating their own ideas for activities. They share adequate resources well, such as, hand held computer games, with minimum intervention by adults. As a result, children are happy and experience a setting where their ideas are valued.

Nursery Education

The quality of teaching and learning is satisfactory. The curriculum planning and assessment process has been recently introduced with external advice from the early years advisers and link teachers. Staff have identified that old methods are ineffective in meeting the curriculum needs of the children and progress cannot be accurately measured. Curriculum planning is now more effective and identified through detailed long-term and medium-term planning. Further work is required to develop good quality observation and assessment records which will ensure children's progress and achievements can be identified and staff are clear about what children need to do next in their learning.

Children settle well into the nursery and show a sense of belonging as they greet staff and each other. They are involved and interested in activities throughout their day. They are developing positive attitudes to learning and play which is encouraged through appropriate activities and resources being available. Children persist at their play for long periods and develop their ideas and thinking as they take part in good quality planned activities. Their levels of achievement as they progress towards the early learning goals are improving as staff focus more clearly on the stepping stones to achieve steps, such as, using the computer and scissors competently. Children thoroughly enjoy well-planned outdoor, physical activities that encourage good large and small motor skills as they use the slide, balls and large building blocks. Physical skills, early number skills and colour naming are progressing well. The 4-year-olds can recognise the initial letter of their name as they self-register. They are able to make marks for a purpose and more able children are able to formulate some letters effectively. They make many creative pictures and patterns as there are good opportunities for children to enjoy sand, water, free painting and malleable textures, such as, rice, dough, jelly and foam.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual care needs are identified and met because staff discuss all issues relating to their care with parents and carers. Children have access to resources and play materials that reflect diversity, which gives them a view of the wider world and broadens their awareness of others. Clear arrangements are in place to care for children with special educational needs.

The children demonstrate kindness towards each other and are warm and caring. They behave very well, co-operating well at group games, sharing and taking turns. For example, older children in the pre-school show new children how to create pictures using different materials within the workshop area. Children in the out of school club patiently wait their turn on popular equipment, such as, the x-box. They enjoy the consistent praise and encouragement they receive from staff. The caring environment created in the pre-school fosters children's spiritual, moral, social and cultural development well.

Partnership with parents and carers is satisfactory. Warm and friendly relationships are established as staff work well with parents. They exchange information about the children's

care and learning each day as parents bring and collect their children. This benefits the children as closer links between home and nursery are created. However, as children start pre-school, not enough information is gathered from parents to establish children's starting points. Regular newsletters and notice boards provide parents with additional information on the intended curriculum and care needs to ensure they are well informed about what their children do at the pre-school.

Organisation

The organisation is satisfactory.

Pre-school staff have a good knowledge of childcare and use this to provide stimulating opportunities for children. All staff have access to regular training opportunities and use these to develop their own knowledge and enhance the care of the children. Most staff interact well with children and are suitably deployed to give children appropriate support and encouragement, which helps them feel secure.

Detailed documentation within the pre-school is in place and fully implemented by staff, who follow clear and effective routines to ensure that children enjoy their time at the pre-school. However, systems within the out of school club are not fully in place for obtaining and maintaining required documentation that supports the safe care of children. For example, policies and procedures on lost or uncollected children, child protection and parental permission to seek emergency medical advice or treatment.

The leadership and management is satisfactory overall. Management of the provision is split into two areas of responsibility, that of the pre-school and that of the out of school club. A difference in management techniques in these areas limits the ability of the provision as a whole to assess strengths and weaknesses, which results in a difference in the quality of care in the two areas.

Overall, the provision is meeting the needs of the range of the children for whom it provides.

Improvements since the last inspection

This is the first inspection since registration.

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 the accident record is signed by parents to acknowledge the entry
- ensure risk assessments are detailed and staff are aware of these to ensure children's safety is protected (out of school care)
- ensure all documentation, policies and procedure are in place and up to date, namely, the lost and uncollected child, child protection and parental permission to seek emergency medical advice or treatment (out of school care).

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):

- ensure planning and assessment informs next steps in children's learning
- increase children's independent skills
- gather information from parents to establish children's starting points and inform planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk