



# Prestwich Preparatory School

Inspection report for early years provision

**Unique Reference Number** EY296712  
**Inspection date** 03 May 2006  
**Inspector** Sarah Taylor

**Setting Address** 400 Bury Old Road, Prestwich, Manchester, Lancashire, M25 1PZ  
**Telephone number** 0161 773 1223  
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**Registered person** Friesner Education Ltd  
**Type of inspection** Integrated  
**Type of care** Full day care, Sessional care, Out of School 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 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?

Prestwich Preparatory School is one of two facilities run by Friesner Education Ltd. It was registered for full day care, sessional care and out of school care in 2004 and is situated in Prestwich. A maximum of 32 children may attend at any one time in the nursery classroom. It is open each weekday from 08:00 to 18:00 for 50 weeks of the year. Children up to the age of 8 years may attend during the holiday periods. All children share a secure enclosed outdoor play area.

There are currently 16 children on roll for the full day care and of these, 11 receive funding for nursery education. There are currently 25 children on roll for the out of school provision. The group currently supports a number of children who speak English as an additional language.

There are currently eight members of staff working between the two nurseries of whom four hold appropriate early years qualifications and four are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children access a range of outdoor activities daily, which contribute to their health. They run and play in the fresh air and practise physical skills using equipment, such as hoops and balls. They understand that exercise is important as staff promote physical activity on a daily basis.

Children are protected from infection through adequate hygiene routines, which include wiping tables before and after snack time and the cleaning of toys and equipment. Children are reminded of the importance of personal hygiene before lunch time, when they are asked to wash their hands, but they are not asked to do this at snack time. This increases the risk of cross infection.

Children's health is sufficiently fostered through the provision of a choice of snacks like fruit, crumpets and toast. They enjoy lunches cooked from fresh ingredients on the school site and they sit with the infant children and socialise during their meal. Children's dietary requirements are catered for and are recorded in the children's records. Children have an understanding of a healthy lifestyle as staff promote healthy living through topics on healthy food and exercise.

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

The provision is satisfactory.

Children are cared for in sufficiently well maintained premises. Welcoming facilities are provided, which help children to feel settled. Displays of children's work are bright and attractive and pictures of the children on the walls helps to give them a sense of belonging. Children are able to move around safely and the room is arranged well to provide different areas for play and for rest. Children benefit from enough space and suitable facilities indoors and out of doors. Risk assessments take place and any issues are noted and addressed immediately. However, the risk assessment of the outdoor area is not thorough and children access debris during their play. This puts them at risk. The children are well safeguarded within the setting as doors are kept locked with a secure entry system.

Toys and equipment conform to required safety standards and are checked for their suitability. This ensures that children have a sound selection of toys and equipment

to choose from. Safety equipment is in place and this effectively maintains children's well-being.

The welfare of children is adequately maintained as staff have a clear understanding of the Local Safeguarding Children Board's guidance. They know how to safeguard the child and understand that their first responsibility is with the child. A nominated member of staff takes responsibility for the handling of concerns, and staff are clear about monitoring and who to contact for advice and with concerns.

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

The provision is good.

Children happily greet the staff and each other on arrival and, throughout the day, they eagerly join a group activity or choose their own game. They are all relaxed and confident in the secure, caring environment. Children chatter excitedly and converse easily with their friends and with all adults. Good settling in procedures are in place to ensure a smooth transition from home to nursery.

The group have acquired the Birth to three matters framework and the staff are implementing the framework. Staff are accessing training on the framework. This enables staff to effectively predict and plan the next steps in children's development.

Children express their imagination in the role play area and during free painting and music. They are exploring and experimenting during sensory opportunities, such as trying on different costumes.

Children benefit from the strong emphasis on the enrichment of language and communication that is promoted throughout the setting. Staff skilfully extend vocabulary and support early speech development by echoing children's speech and interpreting gestures and facial expressions, such as nodding and smiling. Pictures are used effectively to supplement speech and develop understanding for children with special needs and with English as an additional language. Children are beginning to speak clearly and confidently and listen respectfully to everyone in turn.

At the out of school club, the children have a range of opportunities available, such as art and craft, games, physical and outdoor activities and quiet activities. There are opportunities for children to enjoy an activity of their choice.

### **Nursery Education**

The quality of teaching and learning is good. Children have a positive attitude and are strongly motivated to learn in an inviting play environment. Staff have knowledge and understanding of the early learning goals, which provides a firm foundation for the whole curriculum. A variety of teaching styles are used from individual, groups and whole class. Consequently, children make good progress in relation to the stepping stones. Every child is involved in the inclusive setting where good planning systems are in place and activities are adapted to include younger children and those with special needs. Staff have a good awareness of each child's level of ability as they successfully identify ways to extend their learning. They carefully include all

children in activities such as, during the memory game, all children are involved and squeal with excitement at being chosen to answer. Written observations and assessments do not yet link successfully with planning to predict the next steps in development for each child and to provide relevant information for parents. This is an area for further development.

Children are attentive and responsive to the staff's good use of questioning and explanation, which is pitched at the right level for each child. Small groups of children invent and develop imaginative play situations throughout the nursery. Staff skilfully join in children's games and sensitively extend play or introduce new ideas. Children enjoy looking at books and sharing stories in the book corner and write in the mark making area. They sit together and enthusiastically learn initial sounds, shapes and the days of the week. Children easily remember discussions and learning from previous sessions, for example a child states, 'this is a crescent!' and the staff member praises them for remembering. However, the role play area does not include opportunities for children to use their literacy or mathematical skills in context.

Children learn basic concepts and solve problems as staff skilfully include mathematical language and calculations at every opportunity, such as during the circle game. They enjoy counting back through interactive songs and rhymes. Children learn to sort, classify and compare shapes and sizes as they explore with the construction, draw shapes in the air with their fingers or help to tidy away.

Children learn to predict and investigate and to extend learning about the world. For example, they learn about the seasons, weather and days of the week. They search for ladybirds during outdoor play. They have access to basic information and communication technology and confidently use computer programs with little support. Interesting sensory and creative opportunities enable children to experiment and explore shape, colours, textures and sounds in a variety of different mediums.

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

The provision is satisfactory.

Children make free choices from all toys. They enjoy some experience of the wider world as topics are planned on people in the community and children join in with the celebration of different festivals. However, the lack of resources to promote equal opportunities hinders children's full appreciation of the wider world. Children with English as an additional language are well supported and staff ensure that there are support methods in place, such as using pictures to make sure that children get what they need.

Children are extremely well behaved. They know what is expected of them because staff skilfully use consistent methods of behaviour management. Staff are excellent role models of behaviour and manners. There is a clear policy of dealing with behaviour and bullying issues and this helps to promote children's self-esteem. The special educational needs coordinator is pro-active and there is a policy in place to ensure that children with additional needs are well supported. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is satisfactory. Continuity of care for the children is promoted as the group operate an open door policy. Parents know they can discuss any issues about their child and any issue that concerns them. Staff discuss necessary issues with parents when appropriate.

Parents are informed of the progress their child is making and of developments in the group in general. Parents can attend the open evening to look at and discuss the progress of their child. Parents receive information about how to make a complaint. The effective communication between parents and staff helps to promote children's welfare, safety and learning.

## **Organisation**

The organisation is satisfactory.

Children benefit from the sufficient running of the group and the clear routines, which make them feel secure. The manager uses appropriate induction procedures and ensures that staff are vetted and qualified. Staff are aware of their role within the group and they work well together to promote the effective running of the nursery. The nursery is well organised.

Leadership and management is satisfactory. Children benefit from the leadership of the nursery. The manager and staff work together to ensure that children are provided with appropriate care and education. Children are cared for in a positive and supportive environment, which effectively promotes their social and moral development. The manager's commitment to improvement is reflected in the imminent staff training. These steps maintain and improve the quality of care and learning for all children. Records detail the individual requirements of each child. The policies and procedures are in place to promote the safety and well-being of the children present in the group.

The provision meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Ofsted received concerns in relation to National Standard 6 - Safety. The provision were asked to investigate internally. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for registration.

Ofsted received concerns relating to National Standard 1 - Suitable Person, National Standard 2 - Organisation and National Standard 12 - Working in Partnership with Parents and Carers. A childcare inspector visited the provision. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for

registration.

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 that children are encouraged to learn about personal hygiene through the daily routine (hands are washed before their snack)
- increase resources to reflect the wider world and to promote equal opportunities
- ensure that thorough risk assessments are carried out on the outdoor area before the children go out to play.

#### **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 the role play area to include opportunities for mathematical development and communication, language and literacy development
- ensure that evaluations and observations of children clearly point to the next steps in their development and that this is reflected in the planning.

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)