



St Chads Pre-School

Inspection report for early years provision

Unique Reference Number EY315135
Inspection date 10 February 2006
Inspector Sylvia Cornock

Setting Address St. Chads C of E Primary School, Gladstone Street, Winsford,
Cheshire, CW7 4AT
Telephone number 01606 593345
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Registered person St Chads Community Enterprise
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 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?

St. Chads Pre-School is run by St. Chads Community Enterprise. It opened in 2005. It operates from a mobile unit in the grounds of St. Chads Primary School, Winsford. The premises consist of one large and one small play room. The pre-school has the use of a secure enclosed outdoor play area. A maximum of 20 children may attend the pre-school at any one time. The setting is open Monday to Friday from 09.00 to 15.00 term time only.

There are currently 48 children aged from 2 to under 5 years on roll. Of these 32 children receive funding for nursery education. The pre-school currently supports a number of children with special educational needs. There are no children who speak English as an additional language.

The pre-school employs five full time staff, of whom four hold appropriate early years qualifications. One staff member is working towards a qualification. The setting receives support from a local authority teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children develop self confidence in their small physical skills as they use a range of indoor toys and equipment, however, children do not have the opportunity to develop their climbing and balancing skills appropriately as the range of large physical activities is limited. Children learn to listen to their bodies and are able to rest or be active according to their needs. Children comment on their hands and faces feeling cold as they play outside in the winter sunshine.

Children learn the importance of good personal hygiene through well organised activities and routines, for example, staff explain to the children the need to wash their hands before snack time. Children show independence as they use the toilet and put on their outdoor clothing. Children are protected from infection, because staff are well informed about children's health care matters and records relating to accidents and medication are completed. However, the policy document and the procedure for administering medication are not compatible. This compromises children's well being.

Children are nourished throughout the day with fresh, healthy snacks and drinks of milk or water are served with all food. However, children cannot freely access drinking water throughout the day. Staff ensure children's individual dietary needs are met, in consultation with parents. Parents provide children's lunches which are stored appropriately. This enhances children's health and well being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children feel at ease and welcome in the pre-school. The well maintained play room provides children with a safe and suitable environment, along with easy access to a safe enclosed outdoor play area. Satisfactory organisation of the toys and play equipment means that all children are able to move around safely and easily access resources from tables, shelves and boxes at child height.

Children benefit from staff using a range of safety measures and procedures, for example, there is a safety gate across the kitchen area and regular risk assessments of the premises and equipment are carried out. However, all children do not practise

emergency procedures on a regular basis. This compromises children's safety and well being.

Children are well protected as staff have a good knowledge of the signs and symptoms of child abuse. Some staff have attended training and show a good understanding of the procedures to follow if they have any concerns. However, the telephone numbers for the local social services and police are not included in the written statement. As a consequence, there are instances when children's welfare is not fully safeguarded. Staff are aware of their roles and responsibilities towards the children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happy at the pre-school eager to participate in the variety of activities available. Close and caring relationships between children and staff increase children's trust and help them develop a strong sense of self. They benefit from routines that are consistent and enjoy the many experiences provided, which they explore with interest.

Children play happily together and with adults, using a wide range of resources to promote their development. They are able to sit quietly and listen to a story or sing songs for short periods, and use construction kits, puzzles, games and small world toys with the support and guidance of staff. Early communication skills are encouraged, children's speaking and listening skills are well promoted, by staff being highly attentive and encouraging them to participate in discussions. Creative activities are planned every day, giving the children chance to express themselves with different media and play materials such as paint, play dough, water and sand.

Nursery education

The quality of teaching and learning is satisfactory. Children are making good progress in personal and social development, knowledge and understanding of the world and creative development and are making sound progress in communication, language and literacy, mathematical and physical development. Observations of children's progress and achievements are undertaken, these are used to plan for the next steps of learning. Staff develop written plans showing many worthwhile activities which support children's learning. Although, these do not include all the areas of children's learning, for example, early literacy skills being actively promoted during play.

Children show a strong sense of belonging as they greet each other and the staff on their arrival. A wide range of activities are available for children to participate in, allowing freedom of choice and independence. Several structured group activities during the day help children share their interests and ideas. They talk about the stories at story time, the time of year and the weather. These activities all contribute to children's understanding and about the world around them, how things work and a sense of time and place.

Children use their imagination in play, for example, they become doctors and nurses in the hospital. They enjoy playing games in the outside area and using a selection of construction kits which support their small physical skills. They are beginning to count and recognise different shapes, but are not introduced to number operations. Children recognise and collect their names as they arrive and place them on the tree, however, opportunities for linking sounds with letters, selecting books and freely accessing the writing table are limited. Children's behaviour is good, they play well together and show care and concern for each other. Children sing and accompany themselves with simple instruments, for example, playing a banjo. Creative play is enjoyed by all children as they paint, draw and use a variety of materials in their art and craft work.

Helping children make a positive contribution

The provision is satisfactory.

Children within the pre-school have their individual needs met well. This helps children feel a sense of belonging and develop trusting relationships with staff. All children are treated with equal concern in respect of activities and opportunities, although the organisation at snack time leaves some children without a choice of the snack provided, therefore equality is not sustained. Children learn something of the wider society we live in through different play experiences and through the use of resources and images reflecting people who are different. Children's welfare is promoted because staff work closely with parents on any issue of concern or particular requirements. The setting supports children with special needs extremely well through having a named coordinator who plans for any children identified.

Children behave well and their behaviour is promoted through meaningful praise and positive role modelling by staff. Children's contributions and achievements are valued and rewarded by giving them well done stars, which promotes their self-confidence and self-esteem. Children are learning to share and take turns, and they are polite and help one another. The policy for behaviour management is well written and includes all required elements.

Partnership with parents and carers is good. Effective working relationships with parents results in a good understanding of children's needs. Children feel a sense of belonging in the environment and individual needs are responded to well because there is daily communication between staff and parents. They receive written information about the Foundation Stage of learning and information is displayed on the notice board of the current and forthcoming topics. This enables parents to share and to be involved with their child's learning. The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. The registered person uses effective

recruitment procedures and appropriate vetting procedures of staff. The induction programme and good teamwork make sure all staff work well together to promote children's health, enjoyment and achievement. Staff are encouraged to enhance their knowledge and skills by undertaking further training. This means that children's progress is supported. Management are consistent in ensuring children's safety within the pre-school.

Required records are kept appropriately and are up to date, which enhances children's health and welfare. Staff working with the children have a satisfactory awareness of the Birth to three matters framework and the Curriculum guidance for the foundation stage and provide activities which broadly follow the six areas of learning. They work well together in the planning of activities which support children's learning.

Space and resources are not organised in a way to benefit or encourage children to use the reading and writing area freely. A comprehensive set of policies and procedures support the general management of the setting. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

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 policy document and procedure adopted for administering medication are compatible
- ensure hygiene is maintained at mealtimes and consider how snack time can be organised to ensure all children have a choice of snacks and ensure fresh drinking water is available at all times
- practice fire drills on a regular basis to ensure all children are confident in the evacuation procedure
- ensure that the child protection procedure is followed in accordance with the Area Child Protection Committee, and the written statement includes the telephone numbers for the local social services and police

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):

- extend opportunities for children to freely write, and consider how the reading books are displayed to attract children's interests
- provide opportunities for children to develop their large physical skills such as, climbing and balancing
- ensure written plans include all areas of learning, and show how the resources and activities provided support and promote children's learning.

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