



## **Pownall Hall School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY310327
<b>Inspection date</b>	02 March 2006
<b>Inspector</b>	Janice Shaw
<b>Setting Address</b>	Carrwood Road, Wilmslow, Cheshire, SK9 5DW
<b>Telephone number</b>	01625 523141
<b>E-mail</b>	headmaster@pownall.cheshire.sch.uk
<b>Registered person</b>	Pownall Hall School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

The nursery and after care facility were registered in 2005. The nursery is located in the grounds of Pownall Hall School, situated in a residential area not far from Wilmslow town centre and is open Monday to Friday 08:30 to 15:30, term time only. The nursery feeds into Pownall Hall Kindergarten and is an integral component of the school. Most children progress to become pupils at the school. There are currently 33 children from 2 to 4 years on roll in the nursery including 9 funded nursery children.

The nursery supports children who have special needs and English as an additional language. Children attend for a variety of sessions.

The nursery care is provided in a purpose-built building in the grounds of the school and consists of two classrooms with bathroom/toilet area. Meals are prepared in the school kitchen. There is a fully enclosed outdoor play area. There are currently five members of staff, all of whom hold relevant child care qualifications. The nursery receives support from the local authority.

The out of school facility provision consists of a Picnic Club, running for approximately 30 minutes at the end of the school day, for children aged 3 and 4 years old and an after care facility, from 16:30 to 18:00, term time only, for children aged from 3 to under 8 years. Children aged 8 and over may also attend the after care facility. Most children at the Picnic Club are collected by parents before the after care opens, although some move from the Picnic Club area to the after care facility building nearby.

The Picnic Club has the use of the Kindergarten Unit and two classrooms in the Carlisle Building. Both areas have easy access to toilets. The after care facility operates in a pre-fabricated building in the school grounds and comprises two play areas, kitchen and toilets. Outdoor play is offered in the large, grassed and hard surface areas within the school grounds. Children attend for a variety of sessions.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Most aspects of children's health is well protected as a result of effective day-to-day practices within the nursery and after care club. Their individual health needs are thoroughly discussed with parents and competently addressed by staff. Children are learning to wash their hands before they eat, after messy play, or after using the bathroom and they independently access the soap and towels. As a result, children are beginning to understand their own role in keeping themselves healthy. However, the lack of hot water in the wash hand basins in the nursery does not contribute to maintaining children's good health. All children have good opportunities for quiet activities or to have a short sleep according to their individual needs.

Children are learning the importance of physical activity in keeping themselves healthy. They enjoy well balanced routines that provide very good opportunities to develop physical health. Outdoor play is an integral part of the children's day, weather permitting, and all children benefit from these enjoyable activities that help them to develop both large and small physical skills. Most demonstrate good spatial awareness and control their body movements very well whilst walking, running, climbing and negotiating obstacles. They enjoy model-making and construction; many use small tools and malleable materials safely and with increasing control.

Children in the nursery look forward enthusiastically to snack and lunch times.

However, their nutritional needs are not always met satisfactorily. The meals are prepared in the school kitchens and on some days do not always provide children with a sufficiently balanced diet. Children cannot access independently fresh drinking water in either area of the provision and the milk in the nursery is not stored safely. Individual dietary needs are recorded and followed at all times.

Young children's emotional wellbeing is very well supported as staff are highly sensitive to their needs and offer meaningful support, such as a cuddle when coming into nursery and help and encouragement with an activity. New children settle quickly due to the emotional support they receive from their carers; they are slowly introduced to new play experiences and the daily routine, which creates a strong sense of belonging.

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

The provision is satisfactory.

Children are well protected as they play in a safe, secure, child-friendly environment. Premises are warm and welcoming and children's safety is given high priority in all areas of the school. In the after care club the system of registration of children on arrival is not secure. Children have free access to a variety of very good quality equipment and play materials, which are regularly checked and well-maintained. Rooms and resources are organised into interesting play areas, and allow children choice and the ability to move around safely and freely.

The risk of accidental injury to children is minimised because staff are extremely vigilant and assess possible risks to reduce potential hazards. Staff have a high level of awareness of how to achieve a balance between freedom and setting safe limits; this allows children to learn some sense of danger and knowledge about how to protect themselves from harm. Children are beginning to understand their own role in keeping themselves safe. In the nursery, they discuss with staff the risks with ponds, demonstrating their understanding of danger. Children's well-being is given careful consideration in matters of child protection and, as a result, staff demonstrate a secure understanding of their role and responsibility in keeping children safe.

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

The provision is satisfactory.

All children benefit from well planned daily routines, which allow elements of flexibility to effectively meet children's individual needs. As a result, children are gaining a good sense of routine and know what is expected of them. Many respond quickly when it is 'tidy-up-time' and eagerly anticipate snack time. Their independence skills are well established; they use the toilet, wash their hands and put on their own coats before going out to play. They are learning to share, take turns and to have respect and consideration for each other because staff use good support strategies, taking time to listen to children and talk about what they are doing together, thereby enhancing children's enjoyment and learning. Flexible routines in the nursery allow children to pursue their own interests and sessions have a good blend of adult- and

child-led activities. In the after care club children do not always have a choice as to whether they play outside or indoors and in discussion several had a very convincing argument as to why they should have choices.

Children are interested, excited and motivated to learn. They feel valued because staff show affection and pleasure in their company, which helps foster their self-esteem and their confidence to learn new skills, such as using construction kits and dressing themselves. All children are developing confidence, independence and pride in their achievements and benefit from the relaxed, happy atmosphere within the setting. Staff praise effort and achievement and children respond generally well to the staff's realistic expectations of behaviour. This helps them to start learning to play cooperatively and to share and take turns. They are very well behaved and relate well to staff, adults and peers.

### Nursery education

The quality of teaching is satisfactory. Staff use their good knowledge and understanding of the early learning goals to plan a varied range of stimulating activities in all six areas of learning. They provide children with a broad and balanced curriculum in all areas, except in knowledge and understanding of the world where there is a minor imbalance. There is no system in place for observing and assessing children's developmental stages. This results in an inability to chart children's developmental progress, from entrance to exit within the nursery. This lack of individual children's assessment prohibits appropriate planning for the next steps in their learning and cannot be used to inform teaching. Consequently, staff plan mostly for the children's group needs rather than individual needs.

Staff are deployed well and use their time effectively to support children in their learning. They are skilled at adapting activities to cater for children's different abilities and ages. Staff are warm and affectionate which creates an atmosphere in which learning can be developed. A good range of quality resources are mostly used effectively to help children progress in an environment which is generally well organised and conducive to their learning. Staff are very good role models through their own enthusiasm for learning and have high expectations of what children can learn. Teaching methods interest children, helping them become focussed, resist distractions and persist at activities for some time. Staff are aware of when to stand back and when to intervene sensitively to provide explanations and introduce new ideas to make children think.

Children are happy and confident in their environment. They relate well with each other and have made close attachments with their peer group. Children are interested, motivated and friendly and their concentration skills and knowledge are developing well. Their language skills are effectively promoted throughout the sessions by the skilful interaction of the staff. As part of the daily routine children talk about their experiences both at nursery and at home helping to them learn about the world around them. Most enjoy stories and listen attentively; more able children recall narratives or predict what might happen next, whilst younger children listen and enjoy looking at the illustrations. Children make good attempts with sensitive support from staff, to recognise their name card at snack and circle time. Their early writing skills flourish as they write on pads by the telephones and paint on the easels.

A growing awareness of numbers and basic calculations is demonstrated through practical activities, such as counting children at registration time, in table top games and when children 'work out' how many turns their friend has had on a favourite bike. Children are given time to explore, practise new skills and apply their learning in different situations. For example, concepts of colour, number and shape are discussed informally when comparing patterns on children's clothes and highlighted with different coloured carrier bags on display, each containing interesting items with related colours. Children examine these clearly understanding the principles of the correct coloured items in the same coloured bag. Children are alert and interested as they draw their friend's attention to the square shape in the play dough and the diamond shape on someone's socks. This leads to a lively conversation and sharing information about shape and clothes.

Children are learning about many aspects of the world in which they live as they learn the days of the week, months and seasons and how to dress appropriately in different seasons. They observe the features of living things and the environment. When frog spawn is brought in children excitedly discuss the shape, how wobbly it is, where it comes from and what will happen to it. Their learning is further re-enforced by reference books, watching a video and a promised future visit to the school pond to watch it develop. Few opportunities are included in the planning for children to understand that people have different needs, cultures and beliefs. Children record their observations well through drawings and creative work. They investigate objects and materials successfully using all their senses. For example, in one activity children mixed, tasted and handled a variety of breakfast cereals, using containers, pans, spoons and a battery operated food mixer. They were able to state their preferences and discussed the similarities and differences within each type. In the area of creative development children are beginning to reflect their own ideas as they paint, draw and construct models. Their imaginative play is supported by the frequent use of the role play area to act out real life situations.

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

The provision is satisfactory.

Children are treated with equal concern, helping them to settle and join in with the activities. Frequent praise and encouragement from staff enables young children to develop confidence and self-esteem as they test out their social skills in the cosy, supportive environment. Each child beams with pleasure when they are offered personal praise for good behaviour or a kind act. Their success and individual achievements are celebrated enthusiastically with the whole group. They celebrate their birthdays and their work is displayed around the nursery helping them to feel a sense of belonging.

Staff apply a positive and consistent behaviour management approach to children who are encouraged to display good manners and be kind to one another. As a result, all children are well-behaved and feel valued and respected. Children are developing their sharing skills and through the skilful intervention of staff they recognise the needs of those around them. For example, when in dispute over a favoured toy, staff explain about sharing and taking turns and children respond

accordingly. Proficient practices within the group ensure that children's spiritual, moral, social and cultural development is fostered.

Children's individual strengths and weaknesses are identified and supported. Staff offer extra attention to help children with additional needs to make progress in all areas of their development. All children are included in the activities provided and individual needs are generally well met. A sufficient range of resources that promotes children's awareness of the diversities in society is available. Although, children have few opportunities through topic work and activities to develop their awareness of the wider world.

The partnership with parents is good. Children benefit from the positive partnership staff have developed with parents. They are cared for by staff who work with parents to meet the individual children's needs and ensure they are included fully in the life of the school. Staff have created a welcoming atmosphere and have built up very good relationships with parents. Children's progress and daily events are discussed informally with parents at the end of each session.

## **Organisation**

The organisation is satisfactory.

The leadership and management of the nursery and after care facility is satisfactory. The staff work together, to provide satisfactory care and education for all children attending. Children are cared for in a very positive and supportive environment, which effectively promotes their social and emotional development. Their care is enhanced as a result of space and resources being interestingly arranged throughout the setting. Staffing levels are organised to provide very good levels of support for children throughout the day. They get to know the children well and children feel secure and confident, whilst in the setting. A key worker system that coordinates information about individual children's needs and development is not in place in the nursery. Children enjoy regular routines and staff make good use of their time to support the children well. Comprehensive policies and procedures are in place and they effectively underpin the work of the setting. Planning takes account of the Birth to three matters framework and provides rich and stimulating activities for children under three.

Staff in both areas of the provision enjoy working with each other as they effectively create 'an extension of the home by providing a caring, loving environment' for children. They communicate very well with one another and form a strong team as they have a clear understanding of their roles and responsibilities. Children are protected as all staff are appointed through good, well-established employment procedures. Staff are experienced and well qualified and form a stable team. Appropriate systems are in place for maintaining the required children's documentation and this successfully underpins the care that they receive. Detailed children's records help the staff to provide consistent care in line with parents wishes. Satisfactory procedures are in place within the organisation to appraise the staff. Staffing levels are organised to ensure that they are within the required levels at all times and that the children have very good levels of attention and support. Overall

the provision meets the needs of the children who attend

### **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**

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 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 can access independently fresh drinking water throughout each session
- ensure that children are provided with a healthy and nutritious meals and snacks and that children's milk is stored safely
- ensure that children have access to hot water in the wash hand basins
- in the after care facility ensure an accurate and secure system is in place for recording the arrival of children
- implement an effective key worker system in the nursery.

### **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):

- implement an observation and assessment system to record children's



development which is securely linked to the stepping stones within the foundation stage curriculum. Use information gained from these to inform future planning.

- provide children with opportunities to develop their understanding that people have different needs, views, cultures and beliefs which need to be treated with respect.

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)