



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 315230

DfES Number: 520139

INSPECTION DETAILS

Inspection Date 21/04/2004
Inspector Name Caroline Barr

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Oughtrington Pre-School
Setting Address Oughtrington Community Centre
1 Oughtrington Crescent
Lymm
Cheshire
WA13 9JD

REGISTERED PROVIDER DETAILS

Name Oughtrington Pre School 1038655

ORGANISATION DETAILS

Name Oughtrington Pre School
Address Oughtrington Community Centre
Oughtrington Crescent
Lymm
Cheshire
WA13 9JD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Oughtrington Pre-School opened in 1974. It operates from rooms within the Oughtrington Community Association Building on the edge of Lymm village. The children are cared for in two playrooms, and they also use the large hall for physical play. There is a fully enclosed outdoor play area available to the children weather permitting. The pre-school serves the local area.

There are 50 children on roll. This includes 29 funded 3 year olds and 16 funded 4 year olds.

Children attend for a variety of sessions and the group supports children who speak English as a second language and children who have additional needs.

The pre-school is open five days a week during school term times, and the sessions are from 09:15 to 11:45 and 12:30 to 15:00, though the afternoon sessions may not operate every day, all year round.

There are four staff plus a parent helper on duty at each session to work with the children. All the staff have early years qualifications to NVQ level 3. The pre-school receives teacher support from the Early Years and Development Child Care Partnership.

How good is the Day Care?

Oughtrington Pre-school provides good care to children. The pre-school is well organised, and staff take care to provide a welcoming and stimulating environment for the children. They also make imaginative use of the large hall. Staff are well qualified, and have a strong commitment to training which has a positive impact on the activities and care offered to the children. The pre-school also benefits from a stable staff group that is well supported by parent volunteers. Most policies and procedures are in place. There is a good range of toys and equipment which is accessible to the children, enabling them to make choices.

The pre-school has a strong commitment to ensuring the children's safety. The children are encouraged to learn about personal health and hygiene as they wash their hands before snack. Good opportunities are available to the children to enable them to learn about people who are different from them. Children with additional needs are effectively supported within the pre-school. Staff have a secure understanding of child protection, and are aware of what they should do if they were concerned about a child. Healthy snacks are offered to the children, though drinking water is not always available.

The staff provide an imaginative range of activities for the children. Their knowledge of how children learn is secure, and opportunities arising naturally are capitalised on to extend their learning. The children are treated with respect, and positive behaviour is praised which promotes their self esteem. Activities are appropriately tailored to meet the individual needs of each child so that support or challenge is offered as necessary.

The pre-school values its positive partnership with parents who are actively involved. They are given useful information about the pre-school, and are encouraged to be actively involved in their child's learning. They are informed about their child's progress on a day to day basis.

What has improved since the last inspection?

At the last inspection the provider was asked to complete a risk assessment of the premises so that action could be taken to minimise hazards. The staff implement risk assessments for specific activities and outings, and a safety check list is completed each day for the premises. This has improved the safety of the setting.

What is being done well?

- The pre-school is very well staffed, and good support is given by parent volunteers. The staff know the children very well, and a key worker system is in operation. The staff are very supportive to the children and effective help is given to each child to enable them to make a smooth progression in their learning. The children are also encouraged to work at their own pace so that they can consolidate their learning.
- A good range of stimulating activities is available. Effective monitoring ensures that good use is made of all opportunities to support the children's learning. For example, the children take turns to fetch a selection of books for each child, plus one extra, at snack time. This creates a good opportunity for the children to enjoy books on a daily basis as well as extending their mathematical thinking. The children are encouraged to be aware of the needs of others when they 'park' their car in a space that is marked out widely for the use of disabled people.
- The staff are very responsive to the children which promotes their self esteem. Children learn to take responsibility as they have 'jobs' such as putting away the register and hanging up the weather board. Staff treat the children with respect, and have high expectations of their behaviour which is

very good. The children are lively and interested in their activities, and they show care and consideration to each other.

- Clear documentation supports the running of the pre-school.
- The partnership with parents is very good. Parents take an active role in the running of the pre-school, and take responsibility for tasks such as organising the equipment storage. Clear written guidance to parent volunteers enables them to provide effective help to the children. This has a positive effect on their understanding of what their children are learning, and helps them to support this at home. Parental questionnaires reveal that the pre-school provides a much valued service.

What needs to be improved?

- the provision of fresh drinking water so that the children can help themselves
- the availability of parental permission for emergency medical treatment
- the consistency of the documentation

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|--|
| 7 | Obtain parental permission for emergency medical treatment. |
| 8 | Consider how to provide fresh drinking water so that the children can help themselves. |
| 14 | Ensure that all the documentation for the playgroup gives consistent information about policies and procedures with specific reference to child collection procedures, and contact details for Ofsted. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Oughtrington Pre-School offers good quality provision which helps children make generally good progress towards the early learning goals. Children's progress in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and physical development is very good. Mathematical development and creative development are generally good.

Teaching is very good. Staff have a good understanding of the early learning goals and plan an interesting and stimulating range of activities which cover all the areas of children's learning. Staff support, encourage and challenge children's learning and thinking using good questioning techniques and good intervention. Staff are very good at reinforcing the children's listening skills and use resources effectively. Relationships between staff and children are very good. Staff know the children very well, they are sensitive towards children's individual needs and meet their needs successfully. The assessment system for children enables key workers to plan for the children's individual learning needs.

Partnership with parents is very good. Parents are welcome in the setting and their views are clearly valued. They receive good-quality information about the setting and staff communicate well with parents through daily discussions, open evenings, letters and the use of notice boards. Parents are informed about the nursery education and the progress their children are making. Parents take an active role in the setting through the parent's rota system.

The leadership and management of the setting is very good. The manager and staff are committed to the development of the setting and to attending further training. Staff work well together as a team, they are aware of their roles and responsibilities and communicate well with each other. Good leadership supports a good working environment.

What is being done well?

- Children are happy, secure and motivated independent learners. They concentrate on tasks well and express their thoughts and ideas confidently. Good relationships are formed throughout the setting. Children work well together, they are kind and considerate and show concern for each other. Children's behaviour is good, they are aware of behavioural expectations within the setting.
- Children have a positive self-image, they show an interest and enjoyment as they learn about their own culture and those of others. The pre-school has built strong links with the local primary school. The children and staff share information, thoughts and ideas about their educational provision.
- Children are confident and fluent speakers, they listen to each other well

taking account of each others views. Children link sounds to letters very well as they write, hear and say the initial sounds in words, they are able to recognise and name letters of the alphabet.

- Staff plan a range of stimulating activities for children covering the early learning goals, they support children's learning well and use frequent praise and encouragement to promote good behaviour and children's self esteem. Staff know children well and meet their individual needs successfully. Children also experience equal opportunities through their involvement with the Luncheon Club for the elderly. Children visit and entertain the elderly who have varying needs, with songs and music.
- The staff team work well together and have a strong commitment to developing the care and education for all children who attend.

What needs to be improved?

- the opportunities for children to express and explore their feelings and consolidate learning experiences for themselves through the provision of non-directed role play
- the opportunity for children to experience a stimulating environment which promotes and reinforces mathematical thinking.

What has improved since the last inspection?

At the last inspection the setting was required to provide more opportunities for children to extend their very good use of number to record simple number operated games, include ways in which children will be grouped to ensure continuity of learning, and through partnership with parents enable them to become more involved in the assessment and recording of progress by offering observations of home learning.

Good progress has been made overall in the implementation of the action plan. Evidence of the children's use of number is recorded by themselves and available in their work files. This is also available through the planning and is recorded in the children's assessments. A key worker system is in place. Individual assessments, direct and indirect observations are completed and one to one teaching ensures continuity of learning for the children.

Parents are encouraged to be involved in the planning through their inclusion in the termly planning. Parents are asked to extend the children's learning through discussions at home or on the way to pre-school. Staff have ongoing discussions with parents regarding all aspects of their child's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and happy in their environment. They are well motivated and operate independently, selecting available resources for themselves and expressing their needs and feelings confidently. Children's behaviour is very good, they concentrate and sit quietly when appropriate, take turns and share fairly. Children work well together, they are kind, considerate and respectful to each other. Children have a positive self-image, they learn about their own and different cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and fluent speakers who initiate and engage in conversations. They sustain attentive listening throughout group times, enjoying and responding to stories and songs. Children understand that print carries meaning, they are able to recognise and write their own names. Children have opportunities to mark make in planned activities and practise mark making through signing their work and taking orders in the café.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and reliably up to 20 and beyond. They say with confidence the number that is one more than the given number and for example when comparing 2 sets of 4, say that is 8. Children recognise and name numbers to 10, they write numbers and record mathematical activities, use animal shapes and a variety of counting and recording aids. There are few visual images in the room to support mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate a wide range of objects, materials and living things using their senses. They explore their environment through home and pre-school activities. Children develop a sense of time and place as they talk about past and present events in their lives and those of their families. They learn about the roles of people in their community. They visit the local school and sing for the elder's club. Through topics the children are learning about cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the environment, confidently and with good control. They show a very good awareness of space, themselves and others and manoeuvre wheeled vehicles around obstacles skilfully. During physical education sessions children learn to move in a variety of ways and have opportunities to develop large physical skills both in and out of doors. Children use a wide variety of tools, construction and malleable materials safely, independently and with good control.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children explore colour, shape and texture using their senses in everyday activities. They sing songs with enthusiasm and show an interest in the music that is played when they arrive at play group each day. Today's music is compared to the music in a Star Wars film. Children engage in imaginative play in the café and take orders and make imaginary pizzas. However the opportunities for the children to express their feelings and consolidate their learning in non-directed role play are limited.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase the opportunities for children to consolidate learning and express and explore feelings through non-directed role play
- provide a stimulating environment to promote and reinforce mathematical thinking.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.