



## **Prepcare LLP**

Inspection report for early years provision

**Unique Reference Number** EY311069  
**Inspection date** 13 March 2006  
**Inspector** Lesley Jane Bott

**Setting Address** Birchfield School, Harriotts Hayes Road, Albrighton,  
Wolverhampton, West Midlands, WV7 3AF

**Telephone number** 01902 375611

**E-mail**

**Registered person** Prepcare LLP

**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](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?

Prepcare LLP was registered in 2005. It operates from four rooms within Birchfield School. It is situated in the small village of Albrighton, Shropshire. There is a secure enclosed outdoor play area. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. A maximum of 45 children may attend the nursery at any one time.

There are currently 51 children aged from 0 to under 8 years on roll. Of these, 14

children receive funding for nursery education. The nursery currently supports a number of children with special needs.

A total of 7 staff work with the children. Over 50% of the staff, including the manager hold appropriate early years qualifications. The setting currently receives support from Early Years.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn the importance of good personal hygiene through well-planned routines. They know that they need to wash their hands after going to the toilet. Hygiene of most areas within the nursery is satisfactory. Although children are not fully protected as the setting needs to ensure that at least one member of staff with a current first aid certificate is present at all times. Clear procedures for sick and infectious children help prevent the spread of infection and keeps children healthy.

Children benefit from a healthy and nutritional diet. Drinks of juice and water are offered regularly throughout the day. Children are given healthy choices for their snacks and enjoy eating fruit. Importance is placed on ensuring meals are home cooked rather than providing processed food and continual encouragement from staff at meal times help children develop a positive attitude to healthy eating. Staff work in partnership with parents to meet children's dietary needs. They are attentive to the young babies needs implementing their individual routines.

Children enjoy many opportunities for physical exercise. Children join in well with action songs, for example, 'Wind the bobbin up' rolling their arms and have lots of fun jumping up and down to the music sessions. Older children enjoy their weekly P.E. sessions within school. The well-planned activities help children to develop their physical skills and encourage a positive attitude towards a healthy lifestyle.

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

The provision is satisfactory.

Children are cared for in a welcoming environment where most risks to children are limited through appropriate safety and security procedures. Staff monitoring of access to the setting in the mornings requires greater attention to ensure children are kept safe at all times. Fire evacuation procedures are not fully understood by staff and have not been practised with the children. Consequently children do not know what to do in an emergency. This does not protect children from harm and allow them to be safe.

Children use a varied range of safe resources which are accessible to children in all rooms. Staff explain safe practices to children such as not climbing on the seat as they may fall and blowing their food so that they do not burn their mouth. This helps children learn to take responsibility for keeping themselves safe.

Staff have a good understanding of child protection issues and have received training in child protection. Procedures for reporting concerns are fully understood by appropriate staff and the designated person has received training in child protection. This ensures that children are fully protected from harm.

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

The provision is good.

Children are confident in the setting's welcoming and caring environment. Young babies receive lots of cuddles and enjoy the positive interaction they receive from the staff. They benefit from routines which are consistent with their experiences at home and staff are attentive to their needs. High importance is placed on providing varied play for all children, and staff follow the 'Birth to three matters' framework. Young babies and toddlers show good interest as they explore looking at their reflection in the mirror and experiencing music sessions. Photographs around the nursery show how children have taken part in activities with lots of smiles and enjoyment shown.

Older children have positive relationships with staff and receive comfort and attention when they need support. Children play happily together and with adults, using resources such as colouring, jigsaws and dressing up. Children's language and communication skills are promoted well by staff through ongoing conversation and regular singing and music sessions. They have lots of fun listening to the 'rain stick' and singing action songs. Consequently, children are learning to develop their speech and are able to express their needs confidently. There is a good range of resources throughout the nursery which, are organised well in all rooms.

There are systems in place for recording children's progress. Currently staff are making observations of activities that children take part in, although these are not completed often for some children and do not identify where their learning can be extended. Progress records for some children show that there have been several months when they have not been completed this does not show clearly how children are progressing.

Nursery education.

The quality of teaching and learning is satisfactory. Staff have a sufficient knowledge of the Foundation Stage and a suitable understanding of how young children learn and progress. Current planning is good and links to the six areas of learning. However, it lacks sufficient detail to allow all staff to deliver the programme and does not differentiate for the differing abilities of children. Staff use appropriate methods to maintain children's interest, sitting with children, asking questions and extending their play during most activities. Staff help raise children's awareness of the community and the wider world. Challenges for children are good and in areas of mathematics and literacy they are very good. Behaviour is managed well by the staff and clear boundaries are set. The room is well-organised and offers a stimulating environment with a good range of accessible resources to promote children's learning. This is extended well with children having access to the main school site for their music and physical education lessons each week.

Children show good concentration as they make collages of 'natural' and 'made' items, being able to identify and show the difference between the two. Most children behave well and respond positively to the boundaries set. Children's language skills are good. They speak clearly and confidently, expressing their needs and join in with familiar songs well. Children show an interest in books, handle them well and enjoy looking at the pictures. Older children are encouraged to extend their literacy skills well. They are beginning to write their name on their pictures and have the opportunity to start a reading programme.

Children understand and use numbers well. They count up to ten confidently as they count the children and use their fingers to match to the number of children present. Children demonstrate that they understand shape and size well. They are, for example, able to match shapes in a memory game and recognise the difference between the shape of a leaf but understand that one is bigger or different than the other. They enjoy looking at size and different scales to identify objects from around the nursery to discuss whether they were heavy or light. Children demonstrate that they understand shape well. Children develop an initial sense of time and place. They have visits from the fire department and police and visit local parks and The Cosford Air Museum. They learn of other cultures through celebrating festivals and have access to a varied range of resources. They develop their exploration and investigation skills as they learn about change when baking. They enjoy building with construction sets and have many opportunities to make three dimensional objects with recyclable materials. The children have recently made models with recycled materials as homework which extended their learning in exploration and investigation.

Good use of the indoor and outdoor area helps children to develop all of their physical skills well. They use one-handed tools competently as they draw their pictures and are learning how to hold the pencil as they write their names on their work. Children are confident as they use the climbing equipment outside, climbing up and sliding down and balancing along the tree stumps. They are able to express themselves freely through painting and enjoy exploring many different textures such as, clay, dough and 'gloop'. Children use their imagination well as they play in the home-corner, mixing a chocolate cake and going to the shops with their trolley. They have regular access to musical instruments which helps to develop their understanding of rhythm and sounds.

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

The provision is satisfactory.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals and their confidence and self-esteem is developed well by staff with use of praise and encouragement during their play throughout the session. There is a satisfactory range of resources to promote positive images of different cultures, gender and disability. In December the older children went to visit Santa at the local garden centre. This helps them to develop their knowledge of the wider world and raise their awareness of diversity. The setting's policies promote inclusion for all children and good support is provided for children

with special needs.

Most children behave well and respond positively to boundaries set by staff. They take turns and share, help each other to tidy away and are learning to use their manners. This positive approach fosters children's spiritual, moral, social and cultural development.

All children benefit from the positive partnership staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents are made aware of how the setting operates through discussion and written policies are shared with them. The complaints procedure is displayed in the nursery for parents to view and the system for recording complaints is satisfactory. Children's individual needs and routines are discussed and recorded with parents. This helps children to settle quickly and enables staff to fully meet the child's needs. Younger children have a daily diary or a daily information sheet which is used to keep parents informed of their child's well-being, while discussion is used for parents of older children. The partnership with parents and carers of children who receive nursery education is good. Written information on the educational programme is attractive and detailed. This enables parents to be involved and enhance their own child's learning. This helps children progress and enables them to make a positive contribution.

## **Organisation**

The organisation is satisfactory.

There are effective recruitment procedures which ensure staff are appropriately vetted and there is a suitable level of qualified staff who work with the children. Although staff ratios need to be maintained at all times and registers accurately maintained to show arrival and departure times of the children. All required documentation is in place and all records are stored confidentially. This helps to broaden children's experiences.

There is a three month induction training programme implemented for staff and many training courses have been attended. The leadership and management of the setting are satisfactory. Appraisal systems are in place and regular staff meetings are held. The monitoring system of the educational programme is not fully effective. Whilst it has identified that planning needs attention, it has not identified that the assessment procedures have not been fully implemented and that there are gaps in children's learning opportunities. Overall the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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 fire drills are carried out on a regular basis, and front door is locked at all times
- ensure staff ratios are maintained at all times and improve the systems for recording attendance
- ensure that at least one member of staff with first aid is on duty at all times.

#### **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):

- improve planning so it differentiates between different abilities of children to extend and challenge more able children
- ensure monitoring procedures on staff are more effective to identify where improvements are needed

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