



# Irby Primary School Preschool

Inspection report for early years provision

<b>Unique Reference Number</b>	306407
<b>Inspection date</b>	15 November 2006
<b>Inspector</b>	Jean Evelyn Thomas
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<b>Registered person</b>	Irby Primary School Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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?

Irby Primary Preschool opened in 1993. It has sole use of a mobile unit situated within the grounds of the main school. All children share access to a secure enclosed outdoor play area.

A maximum of 34 children may attend the playgroup at any one time. The playgroup is open 09.10 to 11.45 and 12.45 to 15.15 during school term time only.

There are currently thirty children aged from two to under five years on roll. Of these, 18 children receive funding for early education. Children come from the local community. The playgroup supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The playgroup employs four members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children develop a good understanding of how to keep themselves healthy through daily routines. They are gaining independence in their personal care. They use the toilet as necessary and follow good hand washing procedures at appropriate times of the session, generally without a prompt from staff. Children are encouraged to use tissues as necessary. Staff are vigilant in following procedures to protect children from the spread of germs, such as washing hands before food preparation, washing fruit for snack and wiping tables before and after snack. Children's health is well protected in the event of an accident or emergency as there is always a first aider on duty and consents are obtained from parents to seek medical treatment. A sick child policy ensures children are protected from infection by excluding children who are ill.

Children learn about healthy eating through the diet provided and discussion with staff. Snack consists of a selection of fruit or vegetables and a plain biscuit. Children are eager to eat the fruit, enjoying the different flavours and not all choosing a biscuit as well. Activities such as food tasting and making their own snacks are planned to further develop the children's understanding of the benefits of a healthy diet. Staff ensure that snacks are suitable for all children through information obtained from parents. Water is easily accessible to children at all times. They learn to respond to their bodily needs and drink when they are thirsty.

Children are developing their physical skills and enjoyment of exercise through regular planned activities either indoors or within the secure play area. Children use a varied range of apparatus to promote coordination and gain control of their bodies. Children self initiate a game of balancing a ball on a spoon whilst manoeuvring around the playroom equipment. There are smiles of pleasure when they complete the course, however they are not deterred when the ball wobbles off. They pick it up and continue with their activity.

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

The provision is satisfactory.

The setting is welcoming to children and parents. The rooms are attractively decorated with children's art work, posters and information. Children move around safely and independently. They self-select from a very comprehensive range of activities and resources to effectively promote their learning. Children's interest is sustained throughout the session in the stimulating environment.

Good procedures ensure the children's safety in a very well organised setting. Risks of accidental injury are minimised as risk assessments are in place to reduce hazards. Safety checks are conducted as an ongoing practice, for example, before areas of the school are used and a new piece of equipment is introduced. There are effective security measures in place to ensure children can not leave the premises unsupervised, this continues when children are being

collected. Children learn to keep themselves safe, they know not to run when inside, they sit carefully on the chairs and they practise the evacuation procedure on a regular basis.

Staff have sound knowledge of child protection issues. Child protection procedures are in place, however, these have not always been followed which compromises children's safety. This is a breach of regulations. Procedures are shared with parents so that they are aware of staff's responsibilities.

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

The provision is good.

Children enter the group eagerly whichever session they are attending. They are made to feel extremely welcome and at ease. The key worker system helps new children feel secure and enjoy activities. All children take a very active part in their chosen activity, whether with staff support or independently initiated. Children are lively and enjoy lots of free play where they can follow their own interests. Children have many opportunities to be creative and use their imagination. They explore and investigate different mediums, such as paint, water and sand. They are gaining confidence and self-esteem through being part of a very positive, friendly environment. Children receive a great deal of individual attention to support and guide them. However, observations are not used to plan for the children's next steps in their learning and development, taking into account the 'Birth to three matters' framework.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make progress as they are supported by a team of staff who have a sound knowledge of the Foundation Stage. Planning ensures that all areas of learning are included daily. However, there is no differentiation in the planning for the individual needs of children to ensure activities are appropriate and sufficiently challenging. Children's achievements are linked to the stepping stones. Staff use observation to assess children's progress. The key workers know their group of children very well and certain activities are varied to help children make progress, such as exploring shapes.

Much of the emphasis of the session is on children making choices to increase their confidence and independence. They are encouraged to take part for a short while in a structured activity such as at the maths table where they count and match numbers to objects using play people and cars. Staff are introducing concepts of adding and taking away through comparing numbers of objects. Children learn to think for themselves and to be inquisitive as they confidently initiate their own play ideas and show good levels of concentration. In water play they observe the effect of the flow of water, from varying heights, on how fast the water wheel turns. Children add water to the sand, they discuss the change in texture and discover they can mould shapes. Children create their own designs using construction blocks. They concentrate on their design, talking about the different shapes of blocks used. Satisfied with their end product of the boat they take it on a journey, describing the depth of the seas and size of waves. They talk about floating and sinking which was covered in an earlier topic. Children have many opportunities to develop their imagination and to be creative. There are extensive role play areas which are adapted to link into themes. Currently there is the home corner, shop and hair dressers. Whilst playing in these areas children practise skills and learn. For example, self care as they put on

and fasten buttons on the dressing up clothes and their early writing skills as they make their mark in the appointment book at the hair dressers. In play they operate telephones, tills and scales which promotes their understanding of everyday technology. However, currently children do not have opportunity to access a computer to learn to perform simple functions. Children enjoy books which are accessible in different play areas. These become part of their own play ideas, such as they read to the dolls, each other and whilst they are waiting at the hairdressers. Children enjoy following a story at circle time or as a small group with staff. Many children recognise their own name and can name objects that start with certain letters. Children are learning to write their own names in recognisable letters. Staff introduce new vocabulary frequently, such as at circle time talking about hibernation. Children learn about the world around them through a variety of activities and topics. In a group discussion children recall mixing paints and experimenting with colours, they compare the shades they had created with the autumn leaves gathered.

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

The provision is satisfactory.

Children's confidence is promoted from the relationship developed with the staff. They learn to respect one another's views, about life styles different to their own and are introduced to different cultures beliefs and traditions. For example children participate in activities related to Diwali and Chinese New Year and a topic 'All about me'. Children have access to a selection of equipment, including books, which promote positive images of diversity in society. Staff have implemented procedures to support children with special needs, they follow a policy of inclusion. Spiritual, moral, social and cultural development is fostered.

Children are well behaved. They learn to act responsibly, for example, to help tidy away equipment and develop an understanding about the need for the playgroup rules. Children receive lots of praise and encouragement from the staff for their achievements and efforts. This has a positive impact on their self-esteem. Children are polite, they share and take turns showing consideration for one another. There is a policy and a system to record incidents of physical intervention, however there are omissions in completing this procedure.

The partnership with parents is satisfactory. There are systems and procedures for sharing information with parents both verbally and in the written records. Parents receive information about the setting, the education programme and the progress their children are making. Information is given to parents about continuing and extending their children's learning at home for all age groups of children. For example, the lending reading books scheme and details about topics.

### **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory. The manager provides positive direction and is actively involved in the setting. The dedicated staff are well motivated and work co-operatively together. Through knowledge of the plans and regular informal team meetings they understand their role and responsibility in relation to developing children's learning. Systems are in place

to evaluate the quality of the curriculum, such as assessing the activities and verbal feedback from parents. Subsequent improvements have been made, for example, giving children more opportunity to pursue free style painting to encourage their own creativity. The committee have not developed appraisal systems to monitor staff's performance to ensure continuity in practice.

The adult-child ratio regularly exceeds the minimum standards to ensure children are supported with their learning and development. Staff are suitably qualified and staff deployment contributes to children's safety, enjoyment and achievement. Staff have completed in-house training to familiarise themselves with the 'Birth to three matters' framework. Procedures are in place to safeguard children from persons who have not been vetted. However, the recruitment procedure does not fully reflect the current criteria to the National Standards.

The required documents and recording systems are in place to promote children's welfare. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the provider was asked to have committee clearance details available, for a named deputy to be identified and for staff appointment procedure to be reviewed. These are now in place although the written recruitment procedure does not reflect the changes to National Standards criteria in 2005. The provider was also asked to develop certain procedures and recording systems to improve children's safety and welfare. Effective measures have been taken that improve outcomes for children across those areas identified at the last inspection. The registration system for children and staff has been amended; arrangements have been put in place to obtain written parental consent for emergency medical treatment, the maintenance of the accident recording system and parents access to all written records.

Since the last Nursery Education inspection the planning ensures provision for specific learning opportunities including writing for different purposes, to learn about technology, to practise climbing skills and to develop calculating and problem solving skills. Staff have completed computer training to support this aspect of children's learning. Staff's knowledge of their responsibility for each session and use of the daily plans ensures they are effectively deployed and monitor children's involvement in activities. The use of information from parents and assessments to inform future planning continues to require further development.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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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 child protection procedures are fully implemented to protect children from harm
- use observations to plan for the younger children's next stages in play, learning and development incorporating the 'Birth to three matters' framework
- ensure any incidents of physical intervention are recorded and the parent informed of the event
- amend the recruitment procedure to reflect the current criteria to the National Standards and develop systems for staff appraisal to ensure consistency in childcare practice and implementation of procedures for children's welfare.

#### 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):

- ensure that information from parents is used to inform planning to meet individual children's needs
- ensure differentiation in planning for individual needs of children
- ensure plans give children opportunity to develop their computer skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)