



Heatherbrook Pre-School

Inspection report for early years provision

Unique Reference Number	EY273376
Inspection date	16 March 2007
Inspector	Kate Bryan
Setting Address	Astill Lodge Road, Beaumont Leys, Leicester, Leicestershire, LE4 1BE
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Registered person	Leicester City Council
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Heatherbrook Pre-School is a Leicester City Council provision which opened in 2003. It operates from a mobile in the grounds of Heatherbrook Primary School in the Beaumont Leys area of Leicester.

The group opens from Monday to Friday during school term times. Sessions are from 09:00 to 11:30 and 12:45 to 15:15. There is no afternoon session on a Friday.

There are currently 47 children on roll of which 25 receive funding for nursery education. There are currently some children attending with English as an additional language and the group also supports some children with learning difficulties and/or disabilities.

There are four members of staff working with the children, all of whom are qualified. The setting receives support from a mentor teacher from the local education authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and hygiene are promoted appropriately by the staff. A sick children policy is in place which includes an exclusion period of 48 hours for some illnesses which ensures that the risks of cross-contamination are suitably reduced. Appropriate records and consents are in place for administering medication and emergency treatment which means that the health of all children is satisfactorily maintained.

Some appropriate routines are in place to encourage good hygiene with the children, however, they do not have access to hot water and staff put soap on their hands for them so they are not yet actively involved in learning about good health and hygiene practices for themselves. Children have snacks of fruit at break times and have made fruit smoothies and salads so their understanding of healthy eating is promoted. However, staff hand children the pieces of fruit instead of allowing them to select their own which does not set a good example for children to follow. Children can help themselves to a drink during the day as a water cooler is in place, this encourages them to be responsible for meeting their own needs effectively.

Children's physical skills are developing well. Older children use a climbing frame which presents challenges such as negotiating rungs and jumping, they also practice hopping and jumping as they gain confidence in their physical skills. They can move around each other in safety and enjoy action games such as 'What's the time Mr Wolf?'. Younger children have good opportunities to practise their small hand skills as they collect sand in containers and use rollers and stencils to paint.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents feel welcome because the two rooms of the mobile are decorated with children's pictures and work. The rooms are carefully laid out so that children can move around and play freely and safely and staff are vigilant about ensuring they can always see and hear the children. A range of suitable safety measures are in place, such as socket and heater covers, which help to prevent accidents. A risk assessment has also been completed which means that hazards have been identified and dealt with. Staff talk to children about being safe when they are out so they learn to be responsible for their own safety. For example, how to cross roads safely. Children participate in regular fire drills so they have a good awareness of what to do in the event of this occurring.

Children have access to a good range of quality resources that support learning in the Foundation Stage and 'Birth to three matters' framework well. The low tables and chairs mean that children can sit, eat and play safely. Access to the group is carefully monitored by staff which ensures children do not come into contact with unwanted visitors.

Children are well protected in the setting because all staff have undertaken training in child protection and are secure in reporting concerns to the appropriate authorities. Child protection procedures are covered in induction for all new staff and parents are made aware of them through the prospectus they receive.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy in the setting and are confident to talk to staff who ask them lots of questions to make them feel valued. Some staff have attended phonics training and spend time encouraging children to talk, paying particular attention to emphasising words with children who have difficulty with these.

Children experience a wide range of activities, most of which they can explore and investigate for themselves. They are interested in playing with cars and punching holes in paper which gives them a good sense of achievement. They play imaginatively in the home corner and take on different roles such as being a shopkeeper. They enjoy playing with sand and using stencils and rollers to paint as they use their imagination and creativity. Staff use the 'Birth to three matters' framework effectively to plan a good range of activities for children. They observe and assess children's progress and note areas for development which allow them to build on children's interests and what they need to learn next.

The quality of teaching and learning is good.

The children are eager to get involved in the activities provided for them. They have good relationships with the staff and with their peers and happily initiate games such as musical statues in which they also operate a stereo. The children are familiar with routines in the setting and enjoy helping to tidy up before break time. Children are able to make choices in their play such as choosing the colour of paint or what to play with from the resources set out which promotes their independence well.

Systems for assessing children's progress through the early learning goals ensure that they make good progress. Staff's knowledge of the early learning goals is good and planning includes cluster checklists to ensure that all areas of learning are covered. Regular observations and assessments clearly identify what the children have learnt and need to learn next and activities are differentiated to ensure that the needs of individual children are met. Current planning systems ensure that children have access to activities from across the six areas of learning usually based around a topic or theme.

Children are confident and able speakers and like to engage adults in conversation about their home life, because staff listen to them and make time for them to speak. For example, talking about what they do at their grandma's house. Children handle books appropriately and enjoy looking through these for pleasure, they are familiar with a range of stories and eagerly tell staff what these are about. They can recognise their names and some children are making good progress in matching sounds with letters, however, staff miss the opportunity to extend this challenge by introducing surnames. Most children are confident in making marks and some more able children attempt to write their name, forming some recognisable letters. Children

are able to count beyond 10 and readily use these skills, for example, counting drinks at break time. Some children are also skilled at adding and subtracting as they work out how many grapes are left after some have been eaten. They are familiar with basic shapes and use some size language such as big and little, for example when they try on shoes.

Children are purposeful in construction and enjoy junk modelling as they create by copying from pictures. For example, the theme of transport was carried on as children make models which include a rocket and fire engine. They are skilled in using a computer and are familiar with many programmes such as selecting food and drink at a café which they then print out. Resources such as flashlights and magnets introduce children to early science and they use magnifying glasses to explore creatures in the natural world.

Children enjoy outdoor play and can participate in a range of team games such as 'What's the time, Mr Wolf?'. However, some activities involve children waiting too long for a turn which does not fully engage them or extend challenges. Children's fine hand skills are developing appropriately, they can use rolling pins and cutters to safely mould play dough.

The children enjoy sticking and painting and have created pictures by mixing paints. They have a good awareness of colours and have made play dough which they then decorate imaginatively using, for example, feathers. They are developing a good repertoire of songs and rhymes and enjoy playing percussion instruments and keyboards as they create sound. Children play imaginatively and use the dressing-up clothes to support the roles they take on, such as being a ballet dancer.

Helping children make a positive contribution

The provision is good.

Children behave well and staff ensure they know the rules of the group as these are reinforced during activities. For example, staff ask children what they have to remember when the bikes are out and children know they have to share and take turns on these. All staff have undertaken positive behaviour management training which means children receive lots of praise when they behave appropriately. They also have a badge which they put stickers on and take home so that parents can share in their achievements. This promotes their sense of being acknowledged well. A sound behaviour management policy is in place, however, this does not contain procedures for dealing with bullying which means children's safety is compromised.

Children have access to a good range of resources which help them to learn about their own and other cultures. Festivals are built into planning which means they experience differences and learn to respect the beliefs of others. A useful equal opportunities policy is in place which ensures staff deliver a service which is non-stereotypical and non-discriminatory. All children are included in the setting and children with learning difficulties and/or disabilities receive an individual service with appropriate input from other professionals, such as speech therapists. Staff work closely with parents to ensure the needs of all children are met well and individual plans are in place for some children to ensure they progress as well as they are able.

Staff are available to talk with parents daily and parents complete an 'All About Me' form so staff are aware of children's likes and dislikes. This helps them to settle well and feel a good

sense of belonging. Comprehensive information is given to parents about the setting which includes a prospectus and newsletters and a policy is displayed in the entrance every week so parents know how the group operates.

The partnership with parents and carers is good. Parents receive useful information about the Foundation Stage and planning is displayed so they know what their child is learning. There are regular meetings to ensure that parents receive information about their child and they have the opportunity to comment on targets that are set to monitor progress. The group use information sheets effectively to encourage parents to carry on their child's learning at home. Workshops are held termly about the areas of learning and parents attend these so they have a good understanding of what the group is providing.

Children's social, moral, spiritual and cultural development is fostered. Staff introduce children to their own and other cultures appropriately, they support children in behaving well and are beginning to promote children's personal, social and emotional skills effectively.

Organisation

The organisation is good.

Robust procedures are in place to ensure that appropriate staff are appointed which means that children are well cared for and protected. All staff are qualified and the setting supports a good range of training which includes the 'Birth to three matters' framework, health and hygiene and child protection. Children benefit from staff who have current knowledge and training is well disseminated as the manager ensures all staff have a copy of information brought back from training events. The setting promotes positive outcomes for children.

There are appropriate arrangements in place to ensure that there are sufficient staff caring for the children each day. A key worker system, where small groups of children are cared for by the same member of staff, works well and ensures that all children's needs are met appropriately. A useful range of policies and procedures underpin practice in the setting and staff are familiar with this through an induction procedure. However, staff are not made aware of health and safety and child protection policies in the first week of employment which means that children's safety is compromised.

The leadership and management of nursery education is good. There are systems in place to monitor and evaluate the nursery education provision to ensure this is delivered appropriately to all children. To achieve this the manager regularly observes staff and provides feedback on their practice so they know how effective they are in teaching children. The manager is aware of the strengths and weaknesses of the group and is clear about what needs to be achieved in the future so that children receive a quality service. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that the next steps identified for children's learning are used to plan activities based on their interests and what they need to do next so that older and more able children are sufficiently challenged; develop clear strategies for

managing children's behaviour so that it does not impact on other children's learning and develop systems for monitoring and evaluating the educational provision for children. Planning is now effective in ensuring that children make good progress and activities are differentiated so all children have appropriate challenges. Children's behaviour is managed well and staff have undertaken training in this area which ensures that all children are treated consistently. The setting now has systems in place to monitor and evaluate the nursery education to ensure that children progress effectively across all areas of learning.

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 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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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 appropriate measures are in place so that children's health is promoted when they need to wash their hands
- develop healthy practices when giving out fruit so children learn about healthy options
- ensure that the behaviour management policy contains a statement about bullying
- ensure that staff are made aware of the child protection and health and safety policies within the first week of their employment
- ensure that all children are fully engaged in outdoor activities which challenge them.

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 reading opportunities for more able children who can already recognise their first name

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