

Crawshawbooth Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	309281
Inspection date	06 February 2008
Inspector	Annette Stanger
Setting Address	Crawshawbooth Village Community Centre, Adelaide Street, Crawshawbooth, Rossendale, Lancashire, BB4 8PW
Telephone number	01706 830 796
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Registered person	The Trustees of Crawshawbooth Pre-School
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?

Crawshawbooth Pre-School Playgroup is run by a committee. It opened in 1989 and operates from one room in the basement of a community centre in Rossendale, Lancashire. A maximum of 20 children may attend the provision at any one time. The pre-school playgroup is open each weekday from 09.00 to 11.30 and on a Thursday and Friday afternoon from 12.30 to 15.00, during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from two to under five years on roll. Of these, 25 children receive funding for early education. Children come from the local area and attend for a variety of sessions. The pre-school playgroup currently supports a number of children with learning difficulties and disabilities.

The pre-school playgroup employs five members of staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean and hygienically maintained setting. Staff pay good attention to ensuring that children gain a good understanding of health and hygiene. Hygienic procedures for nappy changing are followed consistently by staff in their practice. Handwashing facilities include the provision of disposable paper towels and this helps to minimise cross-contamination. Children are very aware of the routines of the setting. They understand that they must wash their hands after visiting the toilet and before handling food to get rid of germs and that this helps to keep them healthy. Children show good levels of independence in their personal care. The skilful positioning of boxes of tissues within easy reach of the children, allows them to attend to their own needs, as they blow their noses and dispose of tissues hygienically in the bin. Arrangements for first aid and administering medication meet all requirements. Staff are trained in administering first aid and pay good attention to continually updating this knowledge to protect children's health. Staff actively seek information regarding children's health and dietary needs, and any allergies or cultural preferences.

Staff have a good knowledge of food hygiene practice and have attended relevant training to ensure snacks are properly prepared. Children are well nourished by healthy snacks, which include fresh fruit and salad items, including, apple, satsuma and cucumber. To drink they are given a choice of milk, water or juice and many of the children choose the healthier options of the milk and water. Mealtimes are relaxed, social occasions and children decide when to come and have their snack. This helps to develop their healthy independence and decision making skills. Staff manage this well with systems in place for them to identify who has come for their snack and who needs a gentle reminder that it is available for them to access. Drinking water is always available throughout the session. Good arrangements are in place to allow children to help themselves, skilfully pouring from a lidded jug and successfully accommodating their thirst. Children learn about healthy eating through discussion during the daily routine. Staff raise their awareness that fruit and vegetables are good for them and refer to posters on the wall to support the discussion. Children are also beginning to learn about the importance of looking after their teeth and brushing them regularly. Again posters are used to promote this awareness as well as books with stories about children visiting the dentist.

Children make good progress in their physical development as they develop a range of skills. They choose from a variety of equipment including skipping ropes, different sized and shaped balls, quoits and skittles. Good hand and eye coordination is shown as children attempt to throw bean bag turtles onto circular pads and kick and throw balls to one another and knock over skittles. They develop balance and coordination on climbing apparatus and as they skilfully walk on bucket stilts managing the slight slope with ease and confidence. There is also good provision for children to rest and relax according to their own needs on cushions in the carpeted area and on the child sized sofa.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming, inviting and child-friendly environment. Children's creativity is attractively displayed throughout and adorns the walls creating a stimulating visual impact. Children refer to these and are proud of their achievements, which develops a sense of belonging and builds their self-esteem. They have safe and independent access to a wide

range of good quality age-appropriate toys, furniture and resources which sustains their interest. These are clean, well maintained and are regularly checked for safety. The space is organised effectively to promote the children's independence and enables them to explore and move freely within a safe environment.

There are good procedures and practices in place for ensuring the safety of the children. Staff have a good awareness of security. They ensure that children cannot leave the premises unsupervised and there can be no unauthorised access to children. There are clear procedures to ensure children are collected by authorised people and arrivals and departures are safely managed by staff. Thorough risk assessments and many safety measures are in place so that children can move around freely and in safety. These include a gate to prevent access to the kitchen area, finger guards on doors and a high bolt on the entrance door to prevent children leaving the premises unsupervised. Evacuation procedures are regularly practised with the children and were observed on the day of the inspection. The children remained calm and followed staff instructions well, clearly familiar with the procedures. Staff ensure that all children experience a drill regardless of their patterns of attendance and alternate the days and times that these are undertaken. Each staff member has a specific role in such an emergency situation and drills are mostly well managed, although, the children's contact details were not taken out on the observed practise, only the attendance registers. Children are beginning to learn about what is dangerous and how to keep themselves safe. Staff raise their awareness through gentle reminders to use equipment safely. For example, children are reminded of the safety rules when using scissors, such as not to hold them too near to their faces or to put them in their mouths.

Staff have a good understanding of how to protect children and recognise that this is their first priority. They are vigilant and have a good awareness of the signs and symptoms of possible abuse. The safeguarding and reporting procedures contain all the required information, including the relevant contact numbers for reporting. Staff are familiar with these and of the correct action to take should they have any concerns about a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

All children eagerly enter the setting and quickly settle into the familiar routine. New starters are extremely well supported. They settle quickly in response to the staffs' sensitive approach as they help young children to feel a sense of self-assurance through positive relationships. Children are confident and use their initiative well, selecting their own resources and experiences as well as participating in planned activities. Staff are enthusiastic and skilled in supporting children's play, planning a stimulating range of practical activities that further children's development. They ensure that the resources and planned activities are meaningful for the children. Children's ideas are incorporated into the planning and staff take the time to listen to the children's ideas and suggestions. For example, a range of activities were planned around the children's favourite character from a story book, this involved children making party invitations and paintings, which were displayed creatively around the room. Staff know the children well and good, warm and caring relationships are clearly evident. Children display high levels of involvement in activities and enjoy and achieve in the busy but calm environment.

Nursery education

The quality of the teaching and learning is good. Children make good progress towards the early learning goals because staff have a sound knowledge of the Foundation Stage. This ensures that children are offered a broad, balanced and purposeful curriculum. Staff develop

activities based on the children's interests they ensure that children are engaged in activities and ask them questions that extend their experiences and learning. Staff also allow children to plan and initiate their own play, stepping back to observe how the play develops, interacting only to encourage or extend their learning without interfering unnecessarily in their play. Staff take positive steps to find out about each child's interests and what they know and can do when they first start. They observe children's play throughout their time in the setting and record their observations in children's records of achievement. These contain photographs, samples of their work and creativity, observational notes and their progress is recorded against the stepping stones. Although, staff have recently reviewed the current documentation used for this purpose and steps are being taken to adopt a more user friendly approach, which will allow them to clearly show and explain to parents the progress their child is making towards the early learning goals. Information contained within children's records of achievement is used to monitor children's progress and help staff plan the next steps in children's learning. Staff make good use of this information to inform future planning and ensure that children remain appropriately challenged. Plans are detailed and include possible learning outcomes and differentiation for the range of abilities.

Children clearly enjoy their time in the setting and display high levels of interest and motivation as they sit and persist for lengthy periods of time at activities of their choice. They talk confidently about their intentions during their play and link up with others and negotiate roles together. For example, children decide that they will take resources from the work bench and use these to pretend to fix all the toys in the room. Creativity is expressed in a range of ways as they build using different types of construction, mould and manipulate dough and use their imaginations in their role play. Staff stand back and allow children's creativity to unfold. During a planned activity children talk about how they intend to use the range of materials available to them. They problem solve as they discuss making a bird feeder from a drinks bottle and how the birds will get the seed out. They use a range of different techniques to join materials together using tape, glue and stickers, and create different effects by overlapping and ripping materials. Children also demonstrate great skill when using the computer. They confidently use the mouse and keyboard and are able to operate simple programmes and perform a range of functions, with only limited adult support required.

Good use is made of the book area. Children enjoy sharing books with both staff and their peers as well as alone. They handle books correctly and talk with excitement about the pictures and what they think might happen next. Children are confident speakers they use language well in a range of situations. They talk activities through, reflecting on what they are doing, for example, they talk about how their fishing rods became tangled together. Children are beginning to recognise some familiar words as they correctly select their name to self-register on arrival. They know some letter sounds and use these in their play explaining Sh is for shark. Good use is made of the pencils, paper and notepads. Children ascribe meaning to marks, for example, as they go around with post it notes and choose to draw different shapes they find.

Children's counting skills are developing well and staff regularly count with the children. During story time they count the numbers of animals on the page. They show an interest in number problems as they find the total number items in two groups by counting all of them, for example, as they count the baby animals and the adults. Children engage in simple calculation as they sing number rhymes and identify how many current buns are left when one is taken away. They show an interest in shape, space and measure and use size language well as they talk about the very tall giraffes with the long necks. They know the names of many different shapes and identify shapes within their immediate environment, for example, a circle on the thermostat high on the wall and a rectangular sticker.

Helping children make a positive contribution

The provision is good.

Children benefit from a good range of resources that reflect positive images of diversity and acknowledge cultural differences. They are helped to consider and value diversity through activities centred on various festivals and celebrations. Staff understand policies on equal opportunities and work within these treating children with equal concern, whilst celebrating their individuality. Staff promote an inclusive provision and all children and families are positively welcomed. Children with learning difficulties and disabilities are very well supported. Staff are strongly committed to working in close partnership with parents and other professionals to ensure that all children are valued and included fully into the life of the setting and have their individual needs met.

Children behave well and are kind and considerate towards one another. They have a good awareness of the boundaries set and are developing a sense of right and wrong. Children learn to negotiate as they take turns on equipment and share resources. Older children show care and concern for the younger children and support them, for example as they allow them to go and choose their snack before them in the queue. Staff act as good role models for the children and manage children's behaviour in a calm and consistent manner, in line with the settings behaviour management policy. The policy states the methods used to manage children's behaviour and staff are also knowledgeable of how to deal with incidents, although there is less information about this within the written policy. Children's achievements and positive behaviour are highly valued and acknowledged through praise and encouragement, the sunshine tree and stickers, which children proudly show off. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive regular information about the setting and their child's progress through, for example, a welcome booklet, children's achievement files, wall displays and regular newsletters. There are effective systems in place for sharing the policies and procedures with parents. This includes a complaints procedure which is also displayed for parents and includes contact details for Ofsted, although, the systems in place for recording a complaint if one is received, have not been fully considered. There are effective settling in procedures in place that are geared to the child as an individual and this means children settle quickly as their needs are met. Parents are asked to complete an 'All about me' and an initial child profile booklet that provides staff with additional information, enabling them to offer appropriate care and get to know each child as an individual. This information is then used as a starting point to inform the planning for children's future learning. The setting has effective systems in place to gain on going feedback from parents and their contribution is clearly valued and encouraged. These include the use of parental questionnaires with the feedback being acted upon and used to continuously improve the care and education and the partnerships with parents. Parents receive detailed information about the Foundation Stage and planning is displayed to highlight what children are doing. Parents are encouraged to discuss their child's progress on a regular basis and be involved in their child's learning, achievement files are made available to parents. There are planned opportunities where parents can meet with their child's key worker and discuss their child's file in more detail. This helps to give parents a clearer picture of what goes on in the setting and how their child's learning is encouraged.

Organisation

The organisation is good.

Recruitment and vetting procedures are effective and ensure that children are well protected and cared for by qualified staff with good knowledge and understanding of child development. Regular staff appraisals are used well to ascertain continued suitability. The majority of the staff have worked in the setting for many years and this allows both children and their parents to experience a sense of familiarity and security from the stability provided. Most of the documentation is in place and well organised to ensure children are well cared for.

All staff have a high regard for the well-being of the children and work successfully as a team and in the children's best interests. The environment is well organised so children can choose to access areas and resources that appeal to their individual interests. This contributes to children's good levels of independence and actively increases their confidence as they initiate their own play and learning.

The leadership and management of the nursery education is good. The provision is proactive in identifying their own areas for development and demonstrate a strong willingness to continually improve, which has a positive impact on the care, learning and play provided. For example, they have identified the system for recording children's progress as an area for improvement to make it more user friendly for staff and parents. Effective team working and communication ensures that staff are very clear about their role in teaching and learning. Staff have clear roles within the setting and are deployed effectively, which means that children are well supported. The provision is regularly evaluated as a whole and activities are evaluated to assess their effectiveness on children's progress. Effective arrangements are also in place to ensure a smooth transition for children from the setting to school, which promotes their confidence and helps them feel secure.

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 setting was asked to make improvements to the documentation, the routines at snack time, and to seek training from a qualified health professional specific to individual children to allow staff to attend to their health needs. All of these recommendations have now been successfully addressed. Improvements have been made to the documentation in relation to health and medication records now include provision for parents to countersign to acknowledge when medication has been given. This means that parents can check the entry and that their written instructions have been followed in practice. The written statement on child protection has been reviewed and now includes action to take if there is an allegation against a member of staff in line with government guidelines. Written procedures are now in place in the event that a child is not collected at the end of a session and staff are fully aware of these.

Training has been sought for staff to enable them to attend to children's individual health needs. This was delivered from a qualified health professional and was specific to individual children, for example how best to support children if they require the use of their inhaler during the session. The organisation of the sessions has also been considered and revised with regard to the routine at snack time. Children now choose when to come and have their snack and this is carefully monitored by staff so they can see who has and who hasn't visited the snack table. Children know to wash their hands before choosing their snack and are clear of the routines.

Staff supervise children effectively to ensure that children wait to wash their hands until others are finished in the bathroom to ensure that children's privacy is respected when using the toilet.

At the last nursery education inspection the setting were asked to, make better use of the assessments and observations to inform planning and take account of children's next steps, and to ensure that weekly plans contain sufficient detail to inform the teaching for all areas of learning. Systematically now at all planning meetings staff make good use of the children's achievement files using the observations of individual children to inform the planning and their next steps. This ensures they are providing appropriate challenges for all abilities to promote their all round development across each area of learning. The planning is clearly displayed and covers the six areas of learning as well as highlighting the stepping stone, this is a very visible system and staff are able to refer to these to guide them in their practice to support children in their 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

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 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):

- review the procedures for emergency evacuation to ensure all the relevant documents are taken out in an emergency
- review the documentation for logging complaints and ensure staff know how to complete this documentation, in the event that a complaint is received
- extend the written statement on behaviour management to include procedures taken to prevent personal injury to a child, other children, or an adult in a serious incident.

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 the system for recording children's progress to clearly show how they progress through the stepping stones towards the early learning goals.

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