

Cheylesmore Pre- School

Inspection report for early years provision

Unique Reference Number	507720
Inspection date	18 July 2007
Inspector	Elenora Griffin
Setting Address	Cheylesmore Community Centre, Arundel Road, Cheylesmore, Coventry, West Midlands, CV3 5JT
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Registered person	J Takhar and E Wardle
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.

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 inadequate - notice of action to improve. The registered person does not meet 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?

Cheylesmore Pre-School opened in 1965. It operates from self-contained rooms at Cheylesmore Community Centre in the Cheylesmore district of Coventry. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 15:30, during school term times. Children have access to a secure enclosed play area.

There are currently 48 children aged from two years to under five on roll. Of these, 24 children receive funding for early education. Children mainly come from the local community and attend for a variety of sessions. The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs six members of staff, all of whom hold appropriate early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Generally, children receive appropriate care if they have an accident or become unwell. There is at least one member of staff on duty who has completed first aid training. A detailed sick child policy is in place and exclusion periods are shared with parents. However, children's health and well-being is compromised. Although suitable documentation is in place for the administration for medication, records have not been completed. As a result signed parental permission has not always been received and staff have not recorded the medication that they have given to children. Registration forms include a request for permission to seek emergency medical treatment, but these have not been completed for all children.

Children have their nutritional needs well met. Parents provide packed lunches and inform staff of their children's dietary requirements and preferences. Children benefit from healthy morning and afternoon snacks that are often a variety of fruit, and they can independently access fresh drinking water at all times. Children are beginning to learn how to keep themselves healthy through the daily routine. For example, as they wash their hands before snacks and lunch. However, opportunities at meals times for more capable children to develop their self-care skills and independence are not always maximised. This is because staff often intervene to prompt or serve children, pouring drinks and opening packed lunches for them.

Children benefit from daily opportunities to be active both inside and out in the fresh air. They have room to move about inside and an area set aside for the climbing frame or trampoline, which they access throughout the free play session. Weather permitting, children enjoy going outside during the morning and afternoon sessions. Outside they ride on bikes, climb through the tunnel, play at the picnic table, look at books, construct with tubes that fit together and paint with water. Consequently, children are developing their physical skills and move with confidence, control and coordination. Children show awareness of space, themselves and others as they share the construction area and move about on bikes avoiding collisions. Children have opportunities to use a variety of large and small pieces of equipment, and through daily art and craft activities are developing their hand and finger control. Children draw, paint, glue and handle scissors with increasing control and are therefore developing sound pre-writing skills.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children enjoy being cared for in a safe and secure environment. Access to the centre is through a supervised reception area and security door, and the door to the pre-school remains locked at all times. Children are well supervised by staff who deploy themselves effectively between the two rooms used by the pre-school. The rooms are well organised, giving children space to move about, spread out with activities, and designated areas in which they can take pleasure in uninterrupted play. Safety within the setting is generally promoted through risk assessments and checks made by staff. The outside area is secure, fully enclosed and well supervised. Children are beginning to learn how to keep themselves safe as they regularly practise the emergency evacuation procedure.

Children are not fully safeguarded from harm or neglect. Although, the pre-school have appropriate child protection procedures, they cannot be used effectively in practice because supporting documentation is not in place. The procedures instruct staff to follow the local

authority procedures, which should now comply with the Local Safeguarding Children Board procedures, but these are not available in the pre-school. At least half of staff have received child protection training and therefore have a basic understanding of child protection issues. However, the designated member of staff for child protection is not familiar with the requirements of the National Standards and unaware of the development of the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are cared for in a bright and welcoming environment. They are settled and eagerly enter the pre-school, quickly becoming engaged in the activities provided. Children enjoy accessing the broad range of resources and activities that are readily available. Although some activities are dictated each day, such as the creative and table top activities, children are able to build on their natural curiosity as they explore the environment, making decisions about their play. Children have great fun constructing with bricks and Lego, playing with sand and acting out different domestic roles in the home corner. Children play harmoniously together enjoying each others company.

Children form positive relationships at all levels. They take pleasure in time spent with staff, talking about what they are doing, looking at books, reading stories and taking comfort in cuddles. Staff get to know children well and encourage them to participate in activities. Staff have a basic knowledge and understanding of the, 'Birth to three matters' framework. Although they have begun to link activities for children into the framework, planning for key worker group time does not always take it into account. As a result activities, such as number work, are not always appropriate for the younger children in the group. However, children do benefit from spending time together in small groups listening to music, reading stories and enjoying the attentiveness of staff.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge and understanding of the early learning goals for each area of learning. They understand which activities support the different areas of learning and make these available to children each day. Long and medium term plans are not in place, but short term planning clearly identifies the learning objectives of creative activities and activities provided for children during key worker group times. Key workers get to know children well through liaising with parents, making regular observations and completing 'I like' profiles each term. Staff use a range of methods, such as open ended questions, praise and encouragement, to support children in their learning and development. However, observations of children's achievement are not formally assessed to effectively identify children's starting points and next steps in learning. As a result, plans for group key worker activities do not take account of children's individual needs and interests. Therefore, children often have different agendas for group time activities and compete with one another for one-to-one attention from their key worker.

Weekly topic activities, with the exception of creative activities, and children's free play sessions are not planned for. However, it is during these activities and free play sessions that children encounter many opportunities in which to develop their competencies, and staff are readily available during this time to offer one-to-one support. Consequently, activities and challenges provided for children are not always appropriate for their individual next steps in learning. Children are confident as they access and actively participate in the activities and resources

around them. They are interested and show excitement and pleasure as the play and talk about what they are doing, their families and events in the lives. Children enjoy the times when they come together and become completely absorbed listening to stories on compact disc as the book is held up for them to look at. They listen intently, ready to join in and growl like the lion. Children interact and negotiate with others, showing awareness for the listener as they take turns in conversations. For example, as they act out doctor patient scenarios, checking ears and prescribing medication.

Children enjoying listening to stories and understand that print carries meaning. Many children recognise their names in print as they find their names to register attendance and to access the snack table. They have fun mark making for a purpose in the graphics area and some children are starting to form recognisable letters. Children explore mathematical ideas and solve problems through practical activities. For example, as they construct with a variety of different resources, play with jigsaws and explore sand and water with various containers and tools. They say and use numbers in familiar contexts, count reliably up to 10 and understand that numbers represent sets of objects. Children are beginning to make sense of the world around them by investigating and exploring through first-hand experiences. They go on walks into the local community getting to know familiar people such as the community police officer. They observe the passing of the seasons as they collect fallen leaves in the autumn to create collages and grow sunflowers in the spring time. Children use their senses to explore sand, water and the wide variety of different materials that they use to create with.

Children play a variety of age-appropriate, fun and educational games on the laptop. They know about the uses of everyday technology as they play with cameras, mobile phones and the washing machine in their imaginary play. Children are creative and they relish the opportunities to express their own ideas, thoughts and feelings through movement, art and craft activities, role play and imaginative play. They take turns playing shakers, castanets, bells and tambourines as they sing songs from memory. Children sing songs such as, 'The sun has got his hat on' as they observe the sun coming out after a morning of rain. They have fun dressing up, creating a BBQ picnic and cooking dinner in the home corner. Children make progress, developing their skills and competencies as they confidently and enthusiastically access the learning environment.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children feel valued and are developing their understanding of their own and others needs, cultures, languages and beliefs. Their families are valued through activities which acknowledge the people that are important to them. They are encouraged to positively consider the similarities and differences between the families that attend the setting. Activities for festivals and celebrations reflect the cultures of the children and staff, and develop children's understanding of the wider world and diversity. Children's understanding is further promoted through the use of materials, activities and resources that positively reflect diversity in the world around them.

Children with learning difficulties and/or disabilities receive appropriate support. There is a named member of staff who assists key workers to meet children's needs. Staff are proactive and work with parents and specialist agencies to promote children's development, and to ensure that they are able to actively participate alongside their peers. Although staff understanding of behaviour management strategies is not supported by a trained, named member of staff, they generally act appropriately to help children to learn right and wrong. In the main, children

behave well and they play harmoniously together. For example, as they play together in the home corner putting dinner on and filling the washing machine.

Children's individual care needs are appropriately met and they enjoy continuity of care because staff develop close partnerships with parents and carers. Right from the start parents receive good quality information about the setting, the settling in process, the policies and procedures, expectations and are encouraged to share what they know about their child. Information that is requested from parents helps staff to get to know children and their families well. Settling in periods are well planned. Staggered start dates and times and flexibility of the sessions help staff to provide appropriate support. Parents are encouraged to stay with their child giving them time and support to settle. Consequently, the emotional needs of the families are well supported.

Partnership with parents and carers is good. Children's opportunities to learn are outlined for parents through an explanation of the areas of learning, and the daily activities that support each area, which is given to them when children first start. Weekly activities are displayed for parents and they are encouraged to become involved in their child's learning. For example, by helping their child to take in objects for the interest table or going into the pre-school to share their child's favourite stories. Daily chats and open afternoons each term provide parents with the opportunity to share information about their child, and to find out about the progress their child is making. Children enjoy having their achievements acknowledged and celebrated through the art work, observations and achievement records that are regularly sent home.

Organisation

The organisation is inadequate.

The organisation of the setting ensures that ratios and staff deployment positively supports children to actively participate in the pre-school. The space is well planned to promote children's free play and access to a variety of activities and resources. However, children's safety and well-being is potentially compromised. Although appropriate registers are in place to record children and staff hours of attendance, departure times are not noted for staff or for all children. This particularly compromises children's safety during the afternoon sessions. Children's welfare is compromised because the registration certificate is not displayed. Therefore, parents are not aware of the maximum numbers of children that may attend at any one time.

The leadership and management of nursery education is satisfactory. The manager has a clear ethos for the delivery of the Foundation Stage curriculum and is committed to supporting children's learning through play. Through regular staff meetings the manager ensures that staff are motivated, and that they contribute to the planning and provision of activities that promote outcomes for children. However, formal systems have not been established in order to monitor and evaluate the provision of nursery education. As a result areas of strengths, such as the provision for children's free play, have not been built upon, and areas for improvement have not been effectively identified. Consequently, opportunities to promote outcomes for children are not always maximised. Nevertheless, staff are committed to making improvements, regularly accessing professional development training and responding to advice from the partnership advisory teacher.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to make a number of improvements. As a result, plastic bags are now contained and stored out of reach of children. There are policies and procedures in place to be followed should a child be lost or not collected, and if an allegation of professional abuse is made. Appropriate forms are in place for seeking parental permission and for recording the administration of medication. There are appropriate registration forms in place for recording children and staff hours of attendance. However, the procedure to follow if an allegation of abuse is made refer staff to the local authority child protection procedures, which the provider does not have. Administration of medication forms have not been adequately completed. Therefore, not all forms have been signed by parents to give consent, and a record has not been made when medication has been given to children. Registration forms are not adequately maintained because they do not record the departure times for staff or for children who are present during the afternoon. Therefore, children's health and welfare are compromised.

At the last inspection the provider was asked to improve the quality of nursery education by increasing opportunities during every day activities for children to begin to use calculation. Staff now use opportunities during daily activities to encourage children to calculate. For example, through singing number songs and rhymes and during construction activities as they add pieces and take them away.

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.

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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, the registered person **must** take the following actions:

- keep a written record, signed by parents, of all medicines administered to children
- ensure that child protection procedures comply with those of the Local Safeguarding Children Board (LSCB) and improve the designated member of staff's knowledge and understanding of their role and responsibilities
- request written permission from parents, for all children, for seeking emergency medical advice or treatment

- improve systems for registering children and staff attendance on a daily basis, showing hours of attendance
- display the registration certificate.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 opportunities for children to develop their independence and self-care skills
- continue to develop assessment and planning in order to effectively plan for children's next steps, in particular to ensure that activities and challenges are appropriate and meet children's individual needs
- develop systems for monitoring and evaluating the provision of nursery education in order to build on strengths and to effectively identify areas for improvement.

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