

Queensgate Pre-School

Inspection report for early years provision

Unique Reference Number	314701
Inspection date	19 December 2007
Inspector	Marian Bvumburai
Setting Address	Beverley Grammar School, Queensgate, Beverley, East Riding of Yorkshire, HU17 8NF
Telephone number	01482 862879
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Registered person	The Trustees of Queensgate 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?

Queensgate Pre-School opened in 1990 and is run by a voluntary management committee. It operates from a porta cabin set within the grounds of Beverley Grammar School. They have sole use of the building and the pre-school serves the local community. There is an enclosed outdoor play area.

The pre-school is registered for 20 children to attend at any one time for sessional day care. The times of opening are Monday to Friday 09.15 to 1145 term time only. There are currently 31 children on roll, all of whom are in receipt of nursery education funding. There are systems in place to provide support for children with learning difficulties and disabilities and for children with English as additional language.

There are eight staff employed, who all work part time. The majority have relevant childcare qualifications and others have appropriate working experience. The pre-school is a member of the Pre-School Learning Alliance and receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy because staff ensure that hygiene practices are effective, understood by all practitioners and do not put children at risk of cross-infection. For example, the room is cleaned regularly and staff open windows if it becomes stuffy due to lack of fresh air to ensure that children are cared for in a clean, pleasant environment. There are posters above the sinks to remind and encourage children to wash their hands after using the toilet. Most children do so routinely and they understand why it is important. For example, children said that they wash their hands because they do not want to eat germs. They explained that if they eat germs it could make them ill. They also show awareness of the sickness policy, as they further explained that if they are ill they will need to go to the doctor to make them better and cannot come to pre-school. All equipment, toys and resources are maintained in a clean condition.

The staff make sure that children are effectively taught about the importance of exercise and eating healthily through daily routine and naturally occurring opportunities. Children enjoy daily physical outdoor play, which is made fun. For example, resources include a number washing line. Children enjoy hanging up the numbers, which involves using their large muscles and fine motor skills through lifting of arms and squeezing pegs. They enjoy playing ball games and being on scooters, which involves moving fast or running through play.

Snack time is successfully managed. Children are encouraged to eat healthily and enabled to socialise with others. When the café opens, children decide when to go and sit down to have a snack and with whom. There are pictures showing healthy foods, such as different types of fruits, around the snack area to help children become familiar with seeing and recognising these. Children enjoy a variety of fruit, including apple slices, raisins and oranges, as well as brown bread. A choice of watered-down pure fruit juice, such as apple or orange, is offered and children enjoy the freedom of pouring their own drinks. Staff ensure that children's meals are served appropriately and give them individual plates to eat from.

The manager ensures that a staff member who holds a valid first aid certificate is on duty at all times to ensure children's safety. Prior written consent is sought from parents to administer medication as required, and any accidents, incidents and medication administered are recorded. Parents generally sign to acknowledge the record; however, signatures are not always obtained and information is not always recorded accurately. The well-thought-out sickness policy does not allow children to attend if ill with infectious illnesses and this is understood by parents as well as some of the children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe at all times because staff ensure that safety standards and other measures in place are maintained and adhered to. For example, an accurate and up-to-date record of children as well as staff attendance is maintained at all times. This enables staff to account for each and every child from the time they arrive to the time they are collected as well as throughout the session. The wide variety of equipment, toys and resources is checked for safety regularly and remains in a safe condition, which ensures children's enjoyment and safety. The provision has ample storage space and staff ensure that all resources are stored systematically,

making it easy for the children or themselves to find and access these. For example, shelves and crates are labelled, which makes it easy to identify where to place items.

Children enjoy playing and learning in comfortable room temperatures, where the atmosphere is friendly, warm and welcoming and their safety is paramount. For example, the wide variety of equipment, furniture, toys, resources and activities offered daily is set up and stored thoughtfully. The staff ensure that there is safe, free play space for children to enjoy free movement and play safely. The outdoor area is securely fenced and the gate is kept locked when children are playing out. The staff check the area for cleanliness and safety before allowing access to enjoy their daily outside play. Regular fire drills are undertaken to help children and staff become familiar with what to do in case of emergency evacuation, and a log is kept of this.

Children show awareness of keeping themselves safe. For example, the provision provides matching jumpers for staff and children to keep warm. Children are aware of this and routinely ask to dress up warmly if they feel cold or are going out to play. When helping to tidy up, children gently put items in the crates and do not throw these because they understand that they can break the toy and hurt someone.

Policies and procedures are in place. For example, the lost or uncollected children policy is understood and followed by all staff members and parents. Children are not released to any other than the main carer without prior arrangement. If concerned that a child is being harmed, staff are aware of the internal reporting procedures to inform the designated person. The manager, who is also the designated person with responsibility for safeguarding children, knows the procedures to be followed when dealing with this as well as liaising with other outside agencies if necessary. However, the provision does not have in place the latest guidance, hence their own policies have not been updated. All staff are due to attend a safeguarding children course in the near future to keep up to date. The safeguarding children policy includes procedures to be followed if a member of staff is accused of harming a child.

The staff vigilantly monitor access into the building. For example, as children and their parents arrive, a member of staff stands at the entrance welcoming them warmly and making a note of the child's arrival. All visitors sign a visitors' book.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enjoy being at the provision. The staff tactfully encourage all the children to get involved and express themselves. For example, during circle time staff call out the register. The child whose name it is responds to the staff member, then counts him or herself into the group by calling out the number that follows after the last person's count. All children have access to a range of activities both indoors and outside that are stimulating, fun and help them to make progress in all areas of their development. Planning is a team task involving all the staff to ensure that all practitioners understand the intended teaching and deliver this effectively. Children are involved in activity planning either directly or indirectly. For example, staff make a note of requests by children and include this in their planning, and children's individual progress records are discussed.

Developmental progress records are kept and maintained for each individual child. Parents have immediate access to these on request, and also meetings are held every term to discuss their children's progress and look at records. However, although information about individual

children's attainment at entry is obtained from parents when they first arrive, it is not recorded. This makes it difficult to ascertain how well the provision has helped the child to progress from the time they started to attend. Confidentiality is maintained at all times.

Nursery Education

The quality of teaching and learning is good. Most of the staff are qualified and experienced. They demonstrate sound knowledge and understanding of the Foundation Stage. The planning clearly identifies the area of learning, objective and activities as well as resources to be used to achieve this. Staff do this as a team and ensure that individual children's developmental progress is monitored closely through their key-workers. The systems which monitor the quality of teaching and learning are rigorous and effective. For example, staff meet each Friday lunchtime and discuss the observations and evaluations of that week. This information is incorporated when planning activities for the following week. The system helps to ensure that individual children's progress is taken into consideration and the next developmental steps are established and planned for.

The children are making good progress in all areas of learning. Staff create many opportunities for children to engage in purposeful play indoor and well as outside. For example, children enjoy daily physical outdoor play which is made fun and incorporates all areas of learning. They play on scooters and in the tent and tunnel, use musical instruments, write, draw, read books, have ball games, hang numbers on the wash line and have so much more to do. They are able to control their bodies successfully when playing on the scooters and crawling through the tunnel. They willingly take turns to use equipment.

Communication, language and literature are successfully promoted. Children's spoken language is developing and they are able to use language well to communicate. During circle time, all children get opportunities to talk about anything and share it with the group. The majority do so with little encouragement, and just a few need some encouragement from staff. They are all encouraged to listen to each other and wait their turn to speak. Children are beginning to write and there are some opportunities for them to write for a purpose, for example, Christmas cards. Most of the children recognise their own names as they have many opportunities to see these and become familiar with them. Some of the children can spell their names phonetically. Children enjoy being in the book corner and like to look at books, which they freely self-select.

Children's personal social and emotional development is nurtured well. Children are interested in learning and show curiosity. They ask questions and listen to answers. Staff suitably challenge the children by asking open-ended questions to check that they have understood the intended learning and children are responsive. For example, children are given the task of looking at what the weather is like each morning. The staff tactfully ask questions to encourage the children to think, such as, 'If you say it is dark, is it nearly night time then?' and, 'Why do you think it is windy outside?' Parents are provided with sufficient information regarding the nursery education. They are involved in homework projects, such as the recent 'shoe box' appeal. Children, parents and staff worked together and made 'shoe box' packages which have been sent to others who are less privileged.

Children's mathematical development is also nurtured well and a variety of effective methods are used. For example, during outdoor play staff creatively ensure that learning in areas is continued and provide resources to enable this. Children like to use the number washing line, which helps children to practise number recognition and counting. They enjoy hanging out the numbers and try to ensure that these are in the correct sequence. Children use mathematical

language to describe size and position, such as, 'This is bigger than', 'It comes before' and 'Because it is smaller'. This activity provokes co-operative play when others join in to help resolve any sequence problems as they reach higher numbers. Children communicate well with others and are confident to speak in a group. They use language to resolve problems. The activity also encourages lots of discussion, as children think about, negotiate and agree on solutions. The children learn to work together as a team, talking and listening to each other's views, which also helps them to develop personal, social and emotional skills. This activity enables children to exercise as they repeatedly lift their arms to hang the items.

Children's creative development as well as their knowledge and understanding of the world are promoted well. They enjoy freedom of choice and make independent decisions. They have daily opportunities to use information and communication technology and become familiar with this. They confidently use the computer to creatively draw, play games or type. This also helps them to practise hand to eye co-ordination. The provision has a range of resources that reflect positive images of culture, ethnicity, gender and disability of our diverse communities. Children are also engaged in activities, such as the 'shoe box' project, which encourage discussions and learning about how and where other people live. For example, children said that they sent their shoe box presents to other children in Africa. They said that it is a long way and that the presents had to be taken there on an aeroplane. Staff plan activities that help children to learn. Children gain knowledge and understanding of the world around them through play.

Helping children make a positive contribution

The provision is good.

Equality is promoted well. Children are respected and treated as individuals, and their individuality is acknowledged without prejudice. They are encouraged to talk freely about anything. For example, some children talk about their families and others talk about festivals that they celebrate with their families, which makes them feel valued. Staff encourage all children to participate and they effectively help them to acknowledge and accept others who may be different to themselves. Staff ensure that all children have equal access to play opportunities as well as easy access to resources including those that positively reflect diversity. They use the wide range of toys and resources effectively to help children develop their understanding of the wider society. These include world maps, books, dolls of different skin tones, pictures of fruits from all over the world, puzzles about different family set ups and computer learning programs. For example, a child was looking at the global map and said that she was trying to see where her auntie lives in America. The child further said that her aunt does not live here in England, and that America is a long way from here and people have to get on a plane.

Developmental progress records are kept and maintained for each individual child. Parents have immediate access to these on request, and also meetings are held every term to discuss their children's progress and look at records. Where applicable, staff work closely with other outside agencies. For example, the provision supports some children who have been identified as having learning difficulties or disabilities. The nominated person with responsibility for dealing with learning difficulties or disabilities keeps well-documented records of children's Individual Learning Plans (ILPs). These records are shared at multi-agency review meetings which parents may attend. This is where the next learning goals are agreed and set out. Confidentiality is maintained at all times.

Children learn to care, are well behaved and follow ground rules, which they have helped put together. For example, they talk about the fish which is kept in a the fish bowl in the room.

Children said that the fish was swimming because it was happy and had had some food. They form meaningful relationships with their peers as well as the adults who care for them. For example, at snack time, they sit with others at the table and share the food by passing the plate to one another, talking and helping each other. Staff are friendly and caring. Children approach staff members with confidence and ask for what they want. The ground rules are written in a child-friendly manner. All children, including those who cannot read, are able to recognise these and they know what the rule is about. The rule is written out on paper and a picture expressing that view is drawn or printed alongside. The rules are displayed on walls at children's eye level to help them remember these and keep themselves safe.

The manager is the designated member of staff responsible for behaviour management, and policies are in place. A behaviour management policy is in place and staff are able to manage a wide range of children's behaviour and help the child. Staff have high expectations of the children and act as good role models. Children demonstrate a sense of belonging. For example, they independently make decisions about which activities they want to participate in. Some children freely decide to spend time in the cosy library corner, self-selecting books and looking at these.

Partnership with parents and carers is good. Parents receive an information booklet at enrolment stage. This includes some of the policies and procedures, such as complaints, sickness, behaviour management and parental involvement. The booklet also outlines names of staff and committee members, as well as fees. Parents are also provided with sufficient information about the stepping stones and early learning goals through the information booklet as well as displays in the room. However, although information about individual children's attainment at entry is obtained from parents when they first arrive, it is not recorded. This makes it difficult to ascertain how well the provision has helped the child to progress from the time they started to attend. Parents also have access to nursery magazines, which are displayed for them to borrow and read.

The spiritual, moral, social and cultural development of the children is fostered.

Organisation

The organisation is good.

Children are cared for by a well-established staff group, most of whom have worked together for many years and hold relevant qualifications. Staff are motivated and keen to improve their skills and knowledge through attending training. For example, recently, they have all attended behaviour management training. Some of the staff have attended two of the four session Early Years Foundation Stage course in anticipation of its implementation. The manager has organised for all staff to attend the safeguarding children course in January 2008. Robust recruitment procedures are in place and all the staff as well as committee members have been vetted.

The manager plans rotas in advance and ensures that required adult to child staff ratios are adhered to and maintained at all times to ensure children's safety. Children enjoy playing in a clean, safe, warm, friendly and welcoming atmosphere where standards are maintained to ensure safety. The wide variety of suitable furniture, equipment, toys and resources is maintained in a clean, safe condition to ensure children's safety.

Required policies and procedures for the efficient and safe management of the provision are in place. An accurate and up-to-date record of children's attendance is maintained at all times. The complaints procedure is kept up to date and gives parents accurate contact details for the

regulatory body, and the certificate of registration is displayed. Medication administered and accidents are also recorded and systems are kept up to date. However, these records are not always recorded accurately and parents' signatures are not always obtained to show their acknowledgement of the record. A behaviour management policy is in place and followed well. Staff have high expectations of the children and act as good role models.

Good working relationships with parents are formed and maintained. All parents receive an information booklet when their child first starts attending the pre-school. They also receive sufficient information about the nursery education through the booklet, newsletters, noticeboards and participation in helping their child with homework.

The leadership and management is good. The manager has a clear vision for the setting with a strong focus on ensuring that the provision is ready for the Early Years Foundation Stage which is due to be implemented in the near future. She also intends to ensure that a uniform system for recording observations and assessments of children is implemented and followed by all staff. The committee are supportive of the manager and staff. Parents know who the committee members are, some of whom are parents of children who attend the playgroup, and feel that they can approach them with any concerns.

The provision is managed well. The systems that monitor and evaluate the teaching are effective and able to identify strengths and areas for improvement. All the children are offered interesting and stimulating activities which cover all areas of learning, and their progress is recorded. The staff ensure that, if necessary, activities are adapted to ensure inclusion of all children, including those that may have learning difficulties or disabilities. The observations and evaluations are discussed each week during the planning meeting in order to ensure that individual children's needs are met effectively.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection, some issues were raised about documentation. The provision was asked to ensure that documentation relating to risk assessments is available on site and accessible to staff for the efficient and safe management of the provision. They were also asked to ensure that the complaints procedure includes Ofsted's address and telephone number.

These issues have been addressed and, as a result, children's safety has been further improved. The complaints procedure has been updated and shows accurate contact details for the regulatory body and risk assessment documentation is kept on file at the provision.

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):

- make sure that information is recorded accurately at all times with regard to medication records, and signatures are consistently obtained with regard to the accident record
- make sure that the latest guidance on safeguarding children is in place, and that the policy is updated accordingly.

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):

- make sure that information obtained from parents regarding children's attainment on entry is effectively used by all practitioners (also applies to care).

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