

# Newhall Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	206828
<b>Inspection date</b>	15 January 2008
<b>Inspector</b>	Janice Rizvi
<b>Setting Address</b>	Newhall Preschool, The Scout Hut, Higgins Road, Newhall, Swadlincote, Derbyshire, DE11 0JY
<b>Telephone number</b>	01283 216389
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Newhall and Stanton Pre - School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are 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?

Newhall Pre-School was registered in 1996 and is run by a committee. It operates from a single storey scout hut in Newhall in South Derbyshire. Children use the main hall for play. The surrounding park is used for supervised outdoor play. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 11.30 and 12:30 to 15:00 during term time only.

There are currently 65 children on roll from two to under five years. Of these 28 receive funding for early education. Children come from a wide catchment area. The pre-school currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are 10 staff who work with the children, of whom, nine hold an appropriate qualification. The pre-school receives support from the Derbyshire Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is generally promoted appropriately in the setting. Adults ensure that areas used by the children are kept clean and that food is prepared according to published guidelines. Children are familiar with hygiene routines, such as washing their hands before snack time. They readily wash their hands at the portable sink in the playroom, with good facilities to encourage independence such as a step up for younger children and paper towels to reduce infection. All children enjoy regular indoor and outdoor access to physical exercise. Although there is no secure outdoor play area, children go on regular supervised outings and walks in the adjacent park and have a well-resourced area within their free play environment where they learn to balance on wooden beams, climb, crawl through tunnels and pedal their bikes. Children learn to put on their coats for the cold weather and put their hoods up in the rain. Appropriate accident and medication records and policies are in place. This helps staff manage children's health and medical needs effectively. However, emergency medical advice and treatment has not been requested from parents prior to children's commencement at the setting. This is a potential risk to children in the event of a future emergency.

Children enjoy a nourishing and well-balanced menu of hot and cold snacks. Fresh drinking water is always available to the children so they are unlikely to become dehydrated. Adults obtain information about children's dietary needs and carefully record these in the child's file to inform staff. Children are developing appropriate physical skills at the setting. Children are agile and move easily around the room. They love to be outside and enjoy being in the fresh air. This aspect is well planned and resourced with good learning intentions to ensure that children are effectively challenged to make good progress in this area of their development.

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

The provision is good.

Systems to monitor the safe arrival and departure of children are effective because details of adults authorised to collect children are in place and high regard is placed on security within the premises. For example, an adult stands at the door to receive children with a further adult to ensure all children are signed in and out of the setting and all visitors are vetted before entry is permitted. A visitors' book is maintained.

Procedures for monitoring safety within the setting are effective because staff ensure the environment is checked daily for safety and formal risk assessments are completed. The furniture, toys and equipment provided are varied, appropriate for their purpose and help to create a stimulating environment. For example, adults make full use of the range of equipment to ensure children have a balance between focussed activities for their learning, painting and messy play for their creativity and exploration, including climbing equipment to develop their large muscle and body movements. Children are beginning to learn about taking responsibility for their own safety when staff caution children to go slow when riding their bikes to prevent accidents. Interesting topics are planned to expand children's learning about road safety and how other people with disabilities keep safe, such as inviting people into the setting with visual impairments and how they use guide dogs to protect them.

All activities are well supervised. Regular practise of the fire drill ensures all children are familiar with procedures to follow in the event of an emergency. In addition, fire extinguishers are

checked regularly and there is a fire blanket located in the kitchen area. Procedures for recording accidents are good and ensure parents are informed promptly. All adults continue to update their knowledge and understanding of issues and procedures relating to child protection contributing to children's safety.

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

The provision is good.

Children enter with excitement and confidence demonstrating they are very familiar with the routine and eager to learn. They learn to recognise their names as they select their name card as they enter and put them in the box to self-register. New children are reassured and supported by staff. Once they become familiar with the setting they become interested in the wide range of activities provided to support their learning. The environment is thoughtfully prepared and set out by staff to be inclusive for children of all abilities. Differentiation for different age groups of children is taken into consideration to support their learning. With two separate sessions for younger and older children held in the morning and afternoon. The system is flexible to allow siblings to attend at the same session. Children fully participate in all the activities and particularly enjoy registration time, answering to their name. They sit attentively as adults inform children of the activities for the day and do the 'learning board' where they learn the colour, shape, letter and sound of the week. They are encouraged to recall their experiences and share their feelings and emotions. Children's self-confidence is increased by having a sense of belonging. Adults know the children well which is reinforced through key worker system, where children have the opportunity to contribute their ideas, be aware of their own needs and show concern for others. They listen to adult instruction and behave appropriately. Children under three benefit from staff using the 'Birth to three matters' framework for planning their activities and assessing their progress. All children's independence and confidence is promoted through everyday routines.

Nursery education.

The quality of teaching and learning is good. Children are making good progress through the stepping stones towards all areas of the early learning goals because most staff have a good knowledge of the Foundation Stage. More knowledgeable staff and key workers have a clear aim of what skills they are trying to help children learn and what children are expected to gain from their activities. Planning is completed to cover the six areas of learning. The daily plan lists areas of learning and relates to the stepping stones. Children enjoy a good range of resources, free play and focussed activities. These are well planned to include different areas of learning in the one activity, but at times there is a tendency for these to be adult led, rather than child focused. This limits children's opportunity and time to develop their imagination and creativity. For example, children making 'little miss sunshine' cards were engrossed writing their names on their card, understanding the concept of 'two', as they selected eyes and glued on two arms, they knew that the shape is round and the wool for hair is yellow and red, after they completed their task, they knew to take their card and find their name on the home table. However, there was no extension of the activity or opportunity for children to return to the table to further demonstrate what they had learned, create their own work, or develop their own ideas with other resources.

Each child has their own individual file with dated samples of their work and assessments. Staff record children's achievements and use these to identify the next steps in their learning. These are available on request to share with parents. Children's individual needs are taken into account and staff are flexible when implementing any planning.

More able children's concentration spans are very good. Some will persist at an activity until completed. They play well together, being able to take turns and knowing what is right from wrong. For example, when another child upsets them they do not retaliate but wait for staff to manage the situation. Children enjoy talking about their activities with staff and each other. Older children negotiate with staff and are confident in expressing their own ideas. Children confidently choose from the activities available and initiate their own play, but also ask for additional resources if they have not been put out. Their independence is encouraged as they help at tidy-up-time, access the portable hand washing sink and pour their own drinks.

Children are developing their competencies well across the four aspects of communication, speaking listening, reading and writing. Less able children enjoy making marks in a variety of ways and regularly use paint. More able children write their names whenever they complete a piece of art work and have good access to a range of writing materials. Younger children use large crayons to colour in their work sheets.

Children have opportunities to use numbers and counting as they play. They begin to develop the language of shape, space and measures and early calculating skills. For example, during craft, snack times and nursery rhymes they hold up their fingers learning one to five and begin to learn to 'take away' when they try to work out 'how many are left'. They begin to learn about space when they crawl on their stomachs through the tunnel.

Children are encouraged to find out about and explore the world around them, as they go on frequent walks and have visitors in for talks. They have great fun with the computer. Older children have developed good mouse control as they follow educational programmes. They concentrate carefully and use the cursor to choose objects to 'click' and match. They spontaneously move to music and learn to move in rhythm. During role play they pretend to shop, use the cash register, write their lists and play together choosing their food and putting into their shopping trolleys.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy. Children are very active and really enjoy balancing through obstacle courses and show an awareness of space when moving their bodies to music.

They make good use of the construction toys as they sit together cooperatively screwing large plastic bolts, fitting together their model. They use facial and body movements to express themselves and play out different situations in role play. Children are making good progress towards the early learning goals.

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

The provision is good.

All children are welcomed into the nursery. They learn about diversity and the wider community from outings and the good range of resources. Children are valued and their self-esteem is promoted. Practitioners listen to children, respect their ideas and often support them in carrying out the ideas in role play and activities. Children's individual needs are discussed with parents in detail. Any special requirements or information are discussed and consistent communication and information exchange takes place.

A comprehensive policy is in place regarding learning difficulties and/or disabilities which details how the service will be provided to children. The good levels of support ensure that all children are included and receive a great deal of individual attention so that their needs are effectively met. Additional needs of children are recognised and met sensitively. The nursery receives advice and guidance from the local authority area advisor.

Overall children's behaviour is good. This is influenced by the staff's calm approach and constant praise and encouragement. Any issues that do arise are dealt with quietly and without humiliation to the children. Children are taught the consequences of their actions on others, which helps them in learning to play together and share.

The partnership with parents and carers of funded children is good. The provision obtains information from parents at the start of the early year's education curriculum. Regular information is provided to parents which specify different aspects of the six areas of learning and skills children are working on. Parents are invited to attend a parent's meeting to discuss their child's individual progress and share each others knowledge of the child to help plan for their next steps in their learning. A key worker is identified for children at the start of the placement to support parents and encourage a free-flow of communication to benefit children's progress. The setting encourages parents to be involved in their children's learning by displaying the activities for parents on the notice board. Parents are kept well informed about what their children have been doing during the sessions and a good relationship exists between parents and the staff. This assists in helping children feel secure. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

The day-to-day organisation of the setting is good and contributes to the positive outcomes for children. As a result, children are provided with good opportunities to access a broad range of interesting and stimulating activities to develop and support their learning. The majority of the staff hold relevant qualifications in childcare with senior staff working towards more advanced qualifications. They also continue to access regular short courses and in-house training to build on their skills and enhance their practice in the pre-school. Recruitment and selection of staff is the responsibility of the committee who checks to establish the suitability of staff working in the group is in place. There is a strong commitment amongst the staff team to continue to improve the quality of care provided within the group, this is achieved through regular staff meetings and opportunities for all staff to reflect on practice, in order to instigate change and secure improvements. All of the mandatory documentation are in place. Most parental consents are in place and completed correctly. The certificate of registration is displayed along with details of the group's public liability insurance, as a result, parents are easily able to confirm details of the pre-school's registration.

Leadership and management of the setting is good. The adults work well as a team and benefit from support and guidance of the local authority. All staff demonstrate a strong commitment to provide a service that is underpinned with quality and one that is conducive to the needs of the children. Systems for monitoring, reviewing and evaluating the effectiveness of the nursery education within the setting continue to evolve and the supervisor and staff team continue to build on their knowledge and understanding of the Foundation Stage curriculum. All staff contribute to the planning, as a result, children receive a broad and balanced range of learning opportunities to help move them on to their next steps in learning. All staff undertake both

incidental and planned observations on the children and information gained is used to inform future planning. The provision meets the needs of the range of children for whom it provides.

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

At the last care inspection the provision was asked to: develop existing policies to include procedures to be followed in the event of a child being lost or in the event of any child protection allegations against staff and to include relevant child protection contact details; develop procedures to conduct and review risk assessments of the premises and review arrangements for children's hand washing after toileting with a view to minimising the risk of spread of infection.

All policies and procedures have been reviewed, specifically the lost child policy and child protection. These have been distributed to parents together with the information booklet. A full risk assessment is in place and regularly checked to identify any further risks or repairs. Infection hazards have been reduced with the introduction of a portable sink that children readily use independently. A communal bowl is no longer used. Inside the setting an area is set aside each session for a variety of large equipment, where children have plenty of space to move freely.

At the last funded education inspection the provision was asked to: develop the use of assessments of children's progress to inform short-term planning and ensure activities are well-matched to children's stage of development and provide effective challenge and progression, particularly with regard to mathematical development and physical development; develop effective organisation of daily routines and activities to provide increased opportunities for children to express and explore their own ideas, particularly with regard to purposeful mark-making and creative development, and to encourage children and adults to listen to and take account of each others views and ideas.

Staff have received in house training provided by the local authority designated officer. This included planning and developing activities to include mathematical concepts. Further resources and areas have been provided to ensure children have many opportunities to extend and enjoy their physical play with both large and small apparatus. Each child has their own assessment that is completed by the key worker. A day is put aside each week for the key worker to work on a one-to-one basis with children to plan for their next steps. Children make good use of the planned activities to develop their pre-writing skills. They enjoy learning the letter and phonic sounds for the week. More able children write recognisable letters and younger children are encouraged to make marks as they colour in their shapes as they learn about 'me myself'. Role play activities such as the shop include writing materials. However, there is still some area for improvement in giving children further opportunities for self expression and individual creativity as detailed in the body of this report. The existing improvements that have been made have contributed to outcomes for children.

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

Concerns were received after a child had left the setting without the knowledge of the staff members present. These concerns relate to National Standard 6 - Safety; National Standard 12 – Working in Partnership with Parents and Carers and National Standard 14 - Documentation.

As a result, a visit was made to the setting. During the visit, the Ofsted Inspector interviewed staff; reviewed documentation and made observations of the setting. All the information received and evidence gathered has been reviewed, and two actions have been set under

National Standard 12 – Working in Partnership with Parents and Carers and National Standard 14 - Documentation. The provider responded immediately and has met the actions set. Ofsted can confirm that the Registered Person remains suitable for registration.

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):

- request written consent from parents to seek emergency medical advice and treatment for the future.

#### **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):

- continue to develop stimulating opportunities to encourage children to think and demonstrate what they know and understand, allowing them time to consolidate their learning.

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