



Little Overtons Pre School

Inspection report for early years provision

Unique Reference Number	305166
Inspection date	06 July 2006
Inspector	Janice Linsdell
Setting Address	Frodsham C of E Primary School, School Lane, Frodsham, Cheshire, WA6 6AF
Telephone number	07759 407 365
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Registered person	Little Overton's 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?

Little Overton's Pre-School opened in 1990. It is run by a committee of parents and operates from a mobile classroom situated within the grounds of Frodsham primary school in Cheshire. Children also have use of the school dining hall and school grounds for outdoor play. The pre-school is open each week day from 09.00 until 11.30, and on Monday, Tuesday and Wednesday afternoons from 12.45 until 15.15, term time only. Children attend from the local area and a maximum of 20 children

may attend at any one time.

There are currently 52 children aged from two to under five years on roll, of whom 36 receive funding for nursery education. The pre-school currently supports a small number of children with learning difficulties.

The pre-school employs seven staff including the manager, of whom five hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted because staff consistently implement effective health and hygiene procedures to minimise the risk of cross infection, such as wiping tables, washing hands and wearing aprons when preparing snack. Children develop a good understanding of being healthy through ongoing explanation and discussion with staff. For example, children learn why hand washing is important, why exercise is good for us and why we need to protect ourselves from the sun. Several members of staff are trained in first aid and basic food hygiene, which further enhances children's good health.

Children receive a variety of healthy snacks, such as brown bread, plenty of fresh fruit and milk or water to drink. They develop a positive attitude to healthy eating because staff talk about foods that encourage their growth and strength. Children competently help themselves to drinks of water throughout the session and staff remind children to take regular drinks, particular during hot weather, to prevent dehydration.

Children enjoy access to fresh air and exercise on a daily basis and take part in a wide range of physical activities to promote their strength and development. They skilfully use the wheeled toys to manoeuvre themselves around the playground and become excited as they chase bubbles on the field. Children have regular access to climbing and balancing equipment and take part in planned activities to help them develop a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe and secure. Attractive wall displays and good quality resources help to create a welcoming and very stimulating environment for children. Staff ensure children access toys and equipment which are kept safe, clean and in good repair. They make sure resources are well organised so that children can access equipment easily and safely.

Staff show good awareness of the safety needs of children. They are very vigilant

and provide close supervision to ensure the children's safety and security at all times. Overall, effective arrangements are in place to keep children safe, such as safe arrival and departure procedures and regular checking of premises and equipment. However, fire drills are sometimes infrequent and the gas safety certificate has expired.

Children develop very good awareness of their own safety because staff regularly remind them about hazards and dangers as they play. Well planned activities are organised to help children learn about keeping safe, such as visits from the local emergency services. Children are familiar with safety rules. They know they have to take care of toys and do 'careful walking' when they go outside to play.

Children's safety and welfare is well safeguarded because staff demonstrate secure knowledge of their role in keeping children safe from harm. Detailed information and leaflets are available to help protect children, and some staff have attended training to enhance their understanding of child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, busy and enjoy their time in the session. They are well cared for and familiar routines enable them to feel settled and secure. Staff are very caring, considerate and pay close attention to children's needs. They facilitate and support children's play and learning very well; spending time listening and talking to them and offering detailed explanations to help them understand.

Children are very involved in various activities which are exciting and fun. They make plenty of choices in their play and freely access a wide range of good quality resources to support their enjoyment and learning. They enjoy a wide range of activities, such as crafts, play dough and water play. They eagerly take part in imaginative play opportunities, for example, as they use the well resourced role play area to rescue people in the life boat. Well presented wall displays around the room help to promote children's self-esteem.

Nursery Education

The quality of teaching and learning is good. Staff support and guide children's learning very well. They demonstrate good knowledge and understanding of the Foundation Stage and how children develop. They ask meaningful questions and provide detailed explanations to extend children's learning across all areas. Staff plan effectively so that children receive a broad and well balanced curriculum that offers a wide range of interesting and practical activities. Daily observations are carried out on the children so that any gaps in their learning are quickly identified and addressed. There are some good systems in place to monitor and evaluate children's development and accurate records are kept of children's progress in their learning.

Children are enthusiastic and eager to learn. They develop positive relationships with staff and peers and concentrate well on activities, such as making 'fish' pictures. Children are learning to be independent as they make choices about their activities

during free play and as they put on and take off dressing up clothes with minimal assistance. However, some opportunities to further develop their self-care skills are not built upon, such as during snack time or when using the liquid soap to wash their hands. Children are developing good communication skills as they listen to instructions and contribute to discussions during circle time. They enjoy listening to stories of unusual fish; remembering the names of some fish and recalling how they change colour so they can hide. Children can recognise their own names and the names of their friends. They have some good opportunities to practise their writing skills as they write their name on their work and make marks in the role play area.

Children are able to count well. They show enthusiasm as they join in with guessing and counting the number of children present and delight in correcting the deliberate mistakes made by staff. However, children have limited opportunities to use calculation in everyday situations. Children are able to recognise numbers displayed around the room and spontaneously point out the page number in books during circle time. They explore and investigate in their play using a variety of resources, such as magnifying glasses and binoculars. They take part in experiments using water, as they make boats and find out if they sink or float. Children learn about the natural world through planned activities such as 'mini beasts' where they search for bugs in the sawdust and enjoy a visit from the bug man. Children are learning well about their own and other cultures through a variety of themes, planned activities, resources and posters.

Children are developing good coordination as they move confidently indoors and outside. They use the climbing frame and balancing equipment to practise their skills and show good hand-eye coordination when handling tools, such as glue spreaders, pencils, shape cutters and scissors. They enjoy physical exercise and show excitement during outside play; showing bodily awareness as they recognise when they feel hot and need to take a drink. Children's creative skills are developing well. They can express themselves through a wide range of activities, such as free painting, singing, crafts and musical instruments made from recycled materials. They use their imagination well as they make good use of role play areas and dressing up clothes to develop their own play.

Helping children make a positive contribution

The provision is good.

All children are very much valued and treated with courtesy and respect. Staff know about and respond to children's individual needs very well. Children learn to appreciate their own and other cultures because staff provide a variety of activities and experiences to promote positive images of diversity. Children with additional needs are supported because staff work well with parents and other professionals to promote their care and welfare. Children's spiritual, moral, social and cultural development is fostered.

Staff model and encourage good behaviour so that children learn to be polite and well behaved. They are very skilled at helping children to understand consequences of behaviour and affects on others. They consistently use a good level of praise and

encouragement to help children feel good about themselves and boost their confidence and self-esteem. Overall, children are well behaved and learn how to share and take turns as they play. However, occasionally some children can become over-excited and this can have an impact on noise levels.

Partnership with parents and carers is good. Staff develop open and friendly relationships with parents and regularly discuss issues relating to the children's care and education. There are systems in place to keep parents well informed of issues, such as newsletters, notice boards, and a parent starter pack which includes details of policies and the educational programme. Feedback from parents is very complimentary about the staff, the organisation of the session and the overall positive learning experience for children.

Organisation

The organisation is good.

Staff are enthusiastic and work well together as a team. They show a commitment to the children in their care and make sure the session is well planned and organised so that children have good opportunities to play, learn and develop. The high number of adults on duty means children receive good quality care, support and attention.

All documentation to promote children's safety and welfare is readily accessible, well organised and accurately maintained. There are effective policies and procedures in place to support good childcare practice, which are regularly reviewed and updated.

The quality of leadership and management is good overall. Managers are appropriately qualified, experienced and act as good role models for staff and children. In the past, there have been some difficulties regarding the committee, however, staff work very hard to ensure this does not impact on the children's care and learning.

There are effective procedures to ensure the suitability of staff and the safety of children. Some systems are in place to monitor and evaluate the educational provision and children's progress in their learning. Good induction arrangements are in place for staff, students and parent helpers, and detailed information for committee members ensures that everyone involved are clear about their roles and responsibilities. Staff have annual appraisals to identify and address their developmental needs and they have access to ongoing training to support them in their role.

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, two issues were identified as areas for improvement which related to vetting procedures for committee members and opportunities for children to develop their knowledge of information technology.

Both of these issues have been appropriately addressed. Vetting procedures have been improved to ensure all committee members complete relevant checks to ensure their suitability, which safeguards children's welfare. Children have access to a computer and some new resources have been obtained to support their understanding of information technology.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. 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 further the registered person should take account of the following recommendation(s):

- make sure that gas appliances and fittings conform to safety requirements and do not pose a hazard to children
- make sure that fire drills are completed at frequent intervals

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):

- reconsider the organisation and preparation of snack time to further develop children's self-care skills
- continue to build on opportunities for children to use calculation in everyday situations.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*

concerns about inspectors' judgements which is available from Ofsted's website:
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