

Etwall Pre-School CIC

Inspection report for early years provision

Unique Reference Number	206763
Inspection date	22 January 2008
Inspector	Linda Gail Moore
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Registered person	Etwall Pre-School Community Interest Company
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?

Etwall Pre-School Community Interest Company operates from the Community Hall in Etwall. The pre-school serves Etwall and other local villages. The group is registered to care for 26 children aged from two years to under five years. There are currently 38 children on roll, this includes 24 funded three-year-olds and 11 funded four-year-olds. Children attend a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities or who have English as a second language. The group opens five days a week during school term time only. Sessions are from 09:15 until 12.15 and 13:15 to 14:45 on Thursdays only.

Eight part-time staff work with the children. One member of staff holds an early years qualification to National Vocational Qualification (NVQ) Level 4 and is working towards a foundation degree in early years. Three members of staff hold an early years qualification NVQ Level 3 and one other is currently working towards NVQ Level 3. One member of staff holds an Open College Network qualification (OCN) Level 3. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well-supported by staff. Comprehensive health and hygiene policies are in place to guide staff and ensure the premises are clean and well-maintained. Staff use check lists to ensure safety equipment such as plug socket covers are in place, rooms are at a suitable temperature and kitchen and bathroom areas are clean before each session. This means children can play and move around safely. Children learn the importance of personal hygiene through the routine and activities. Staff are positive role models as they wash their hands before preparing snacks and clean tables before use. These procedures help to prevent cross-contamination. Children learn to wash their hands before they eat and after using the toilet and do so without prompts. An additional bathroom that leads off the play area, has been recently fitted. The improved facilities benefit children as they access this area freely and independently throughout the session, which further promotes their self-help skills. Staff respond sensitively to children when they are ill and are fully informed about their individual healthcare needs, appropriate documentation and consents are in place to support this. Most of the staff are qualified to administer first aid and an appropriately stocked first aid kit is available. Clear processes are in place for dealing with accidents including permission from parents should they need to seek emergency medical treatment or advice. As a result, children's needs are fully met in the event of an accident.

Children learn about the importance of healthy living as they engage in physical exercise and eat healthy foods. Snack time is run 'café style' and is a sociable and relaxed occasion. Children are able to eat when they choose to and this is monitored well by staff to ensure no one misses out. They sit together at a table with a member of staff and help themselves to a good variety of healthy and nutritious foods such as fresh fruit, yoghurt, cereals and cheese and crackers. They learn to pour their own drink and spread and cut the food for themselves. Afterwards they are encouraged to clear away their plate and cup. This routine effectively supports children in developing decision making and independence skills. Fresh drinking water is available throughout the session for children to access. They learn to recognise when they are thirsty and this prevents them from becoming dehydrated. This contributes towards their continued well-being.

Children benefit from daily opportunities to participate in physical activity. There is a small outdoor play area and a large indoor hall available to provide a range of play. The outdoor area is fully enclosed and has a soft play surface. Staff ensure it is put to good use and children thrive playing in the open air where they enthusiastically join in with action songs such as 'going on a bear hunt'. They make rapid progress in their ability to coordinate and control their large body movements as they enjoy the challenges offered during the obstacle course. They climb the climbing frame, balance on beams and negotiate tunnels. Children go on interesting walks in the local community and participate in organised sessions in the local primary school's play area. Through discussion with staff and involvement in these activities, children gain an understanding of how exercise has a positive impact on our bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. The premises are spacious, well-maintained and benefit from the recent refurbishment of the kitchen and the installation

of a further bathroom off the play area. The play area is welcoming and provides scope for a wide range of play to create a stimulating environment. The area is set up with activities for when children arrive and this helps them to feel comfortable and settle quickly. They self-select from an extensive range of suitable toys and equipment that are in good condition and meet safety standards. Staff check toys on a daily basis to ensure they are clean and safe. Children are supervised effectively, staff are constantly aware of where to place themselves during play to engage and offer support and guidance. As a result children are happy and occupied. Wall display space is limited, however, staff use room dividers to display children's artwork and brighten the room. This places value on their work and raises self-esteem.

Children are kept safe during sessions as access to the premises is restricted. The main entrance door is kept locked and this prevents unknown persons gaining unsupervised entry. There is an effective system for managing children's arrival and departure times. Staff are vigilant in the supervision of children at this time to ensure they are safely delivered and collected by authorised persons. Staff wear t-shirts with the pre-school logo on and name badges, this helps them to be easily identified. Policies and procedures are in place to guide staff and these are followed closely to promote children's safety both in the setting and when out on visits. A full risk assessment is completed during each term to ensure any potential hazards are identified and addressed. Emergency fire evacuations are practised with the children and staff so that everyone knows what to do in the event of a fire. A risk assessment is completed prior to any outing to ensure appropriate awareness of hazards, and precautions are taken, adult to child ratio is raised to 1:2 when out with children. This helps to keep them safe.

Children learn how to keep themselves safe through a range of organised activities and experiences to help raise their awareness, such as road safety and keeping safe around fireworks. Staff remind them not to run inside or climb on chairs and talk with them about safety during role play, for instance, why you should wear a seat belt when travelling in a car. All staff have completed Child Protection training and have a good understanding of their roles and responsibilities in safeguarding children. Effective guidelines are in place to ensure all staff have up-to-date knowledge of the procedures to follow should they have a concern. As a result, children's welfare is safeguarded and promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy in the pre-school's caring environment. They have good opportunities to develop their competence as young learners through a wide variety of activities and experiences. Toys and resources are well-laid out to promote self-initiated play and support their learning. They confidently involve themselves in planned activities such as painting, sand and water and self-select from the jigsaw trays, book corner and various writing resources. Here they practise mark-marking and are able to select from the different media stored on a low-level storage tray such as chalk boards, templates and a hole punch. Children are interested and absorbed in what they do and are well-occupied throughout each session. Staff challenge them effectively during interaction to help make them think and to question for example, they ask them for ideas on how we can care for the environment. They respond enthusiastically and enjoy being able to impart their knowledge and demonstrate a good understanding of the issues, giving a long list of suggestions such as recycling and turning off lights. Children receive help and guidance when needed and staff show interest in what they say and do such as talking to them during snack time about what they did at home over the weekend with their families. Consequently, they develop good relationships and enjoy their time at the setting.

Nursery Education

The quality of teaching and learning is good. Staff are knowledgeable about the Foundation Stage and have a good understanding of how children learn and progress. They provide a wide range of activities that are well-balanced across the six areas of learning and use a range of teaching methods to stimulate children's curiosity and interest. Staff understand how their interaction impacts upon the children's learning and involvement and spend most of their time working directly with them. For example, during play outside, staff ask children to close their eyes and describe what they can hear such as the traffic. When they open them again they describe what they can see, an aeroplane going behind the clouds and a rainbow. As a group they all act out the familiar story of 'going on a bear hunt'. Staff check out children's recall in relation to what happens next and ask questions as they go on their journey, 'what is mud like?', 'how do we get across the river?'. As a result, children are effectively challenged and make good progress towards the early learning goals. Planning incorporates a broad range of play that encourages new and exciting experiences. Each session provides a good balance of child-initiated and adult-led activities, these include one to one work and small group work. Staff complete observations of each child to assess their level within the stepping stones. These are then entered into their record of progress. Activity focus sheets are used to identify the intended learning outcome for a specific planned activity and record children's responses. They provide staff with prompts and a suggested line of questioning and demonstrate that differentiation is needed within each activity for 'more or less able' children. However, staff do not clearly demonstrate how this differs for individual children to fully extend their learning.

Children enjoy their time at the setting and develop a positive attitude to learning. They are confident to try new activities and are able to maintain good attention and concentrate well. They listen and watch carefully as staff cover items on a tray, remove one at a time and ask them to name what is missing. Staff encourage them to differentiate one sound from another as they discuss the initial letter of each one. Children enjoy a game where staff place items in a bag and they have to reach inside to feel and describe it. They use a range of descriptive words like hard and soft, smooth and rough. This helps children develop their language skills and express themselves. They initiate conversation with staff as they relate experiences about their families and what they have been doing at home. They show good interest in books and have access to a wide range in the reading corner. They access this area independently and handle the books carefully. Children have good opportunities to practise mark-making in the writing area and during role play, such as using a long roll of paper and pens to write bus tickets and shopping lists. Older children can write their own name on pictures, correctly forming and naming each letter as they do so. They can all recognise their name card and select it from the others during registration and snack time.

Children are beginning to see connections and relationships in numbers, shapes and measure. They take part in a wide range of planned and spontaneous activities to develop these skills such as rhymes, puzzles and imaginative play, and visual aids are displayed around the room. They all count together when lining up to go outside and during physical play they play a game where they take it in turn to choose a number and an action. They then carry out that action counting as they do so, for example, 10 jumps. Children learn about the concept of shape as they make different shape prints in dough. This activity is then extended as they complete simple calculation, naming and counting each one. They use mathematical language such as one more and one less and can work out what one more will make. A range of equipment is available within water play such as jugs and funnels. These are used to learn about capacity as they pour, measure and scoop water to fill vessels of different sizes. They use weighing scales during cooking activities to weigh ingredients and in another activity handle different fresh

fruit to compare size and weight such as smaller, heavier and lighter. These activities promote children's ability to think and problem solve.

Children begin to make sense of the world around them as they investigate and explore. They enjoy finding out about the local environment as they look at photographs of their local area, different animals and collect leaves. They learn how to care for the planet and as part of this they visit the local recycling centre to recycle different items. Children learn about animals as they enjoy a visit from a zoo keeper who brings with them an African snail, a snake and spiders. They handle each animal if they choose and find out about its feeding habits and natural habitat. During another visit a percussionist brought with him different drums from around the world. Children raise their awareness of diversity and the cultures and beliefs of other people as they celebrate festivals such as Diwali and Hanukkah. During role play they act out going on a pilgrimage for Hajj. Staff record this so they can watch themselves perform afterwards. Children begin to understand how things work as they use the iron and ironing board, cameras and till in the role play area. They build and construct with different tools and techniques. They handle wood, nails and a drill when using the tool bench and a small group of children built a 'walled city' together using large bricks. A computer is available during each session where it is accessed freely by all children. They enjoy using and developing their skills with the mouse, of which there are two of different sizes. This means children with small hands can operate the smaller one with ease. Children are familiar with the software available and select games of their choice. Staff are on hand to give support as necessary and are skilful in extending children's learning as they engage with them and talk about what they are doing.

Children enjoy a wide range of physical activities. They develop their confidence and skills when using large and small apparatus, tools and equipment. They confidently use paintbrushes, scissors and hole punches. They access large apparatus to practise climbing skills and learn to balance. They are able to negotiate space and obstacles well as they complete the obstacle course. Children's learning, creative and imaginative skills are well-promoted. They play imaginatively during role play and staff provide a variety of settings that change regularly such as travel agents, modes of transport or a doctors surgery. This helps stimulate and develop their imagination and creativity. Here they relive life experiences using the props provided as they travel on a bus or book a holiday in the travel agents. A good variety of equipment is available, for example, dressing up clothes, luggage, brochures and a laptop. Children are able to express their own ideas and thoughts. For instance, when travelling on the bus children suggest they go on a teddy bears picnic and they all sing the wheels on the bus as they go on their journey. Children collectively wrote a story about the dragonfly and the frog. This was then acted out by the children and photographed. These photographs were used by staff to produce a story book. This is stored in the reading area so children can re-visit and look at this when they wish to. They create and design their own artwork with a wide range of materials and mediums such as paints, glue and junk modelling. Here they are able to freely express their feelings and imagination. They take their artwork home and this adds to their pleasure and sense of achievement.

Overall, children make good progress in their learning and achieve well given their capability and starting points.

Helping children make a positive contribution

The provision is good.

Children develop a strong sense of belonging and develop close relationships with staff. On arrival they are greeted warmly by staff who are attentive and friendly throughout the session.

At the onset of placement staff take time to talk with parents and gain a good understanding of each child and their family. The information they gather helps to ensure each child's needs are identified and met fully. Staff are proactive in their approach to caring for children with learning difficulties and/or disabilities. They are confident on how to proceed when concerned about a child's progress and development, and form effective partnerships with parents and external agencies. Appropriate targets are set and reviewed regularly and any necessary adaptations are made to the routine and environment. As a result, each child's specific needs are met and children make good progress.

Children are becoming increasingly aware of wider society as they access a range of resources and activities that reflect diversity and the wider community. They enjoy learning about and celebrating different cultures and festivals such as Hanukkah. They paint their hands as Mendhi and make candle lights for Diwali. They discuss and see equality through play and this helps increase their understanding of the needs of others. Children's spiritual, moral, social and cultural development is fostered. They learn about responsible behaviour and are aware of what is expected of them. Staff set clear boundaries and explain to children the consequences of their actions. This encourages self-discipline and a respect for others. Children display good behaviour and play well together, they are polite and say 'please', 'thank you' and 'excuse me' during conversation. Staff give praise in recognition of good behaviour and children enjoy the time they spend there.

Children benefit from the positive partnership staff have developed with parents. This ensures they receive consistent and appropriate care. All children are assigned a 'key worker' to assist with communication and parents are welcome to approach any member of staff at any time to share information. A written complaints policy is in place so parents are aware of how to raise any issues or concerns about any aspect of the service. Staff are aware of their duty to log complaints. Parents have the opportunity to complete a questionnaire to express their views about the provision. These are evaluated by staff and any issues raised considered and acted upon. The setting has recently changed status from 'parent committee run' to a 'community interest company'. Parents expressed some concern during feedback in relation to their continued involvement within the consultation and decision making process of the group.

The partnership with parents and carers of children who receive nursery education is good. On entry parents receive information about the education programme through a written handbook. This has details about the Foundation Stage and the six areas of learning. Newsletters are sent out each term to inform them of forthcoming events and activities. An activity folder is displayed during the session for parents to view, this contains weekly plans that describe the type of activities children will participate in and what they will learn about that week. The setting recognises the role of parents as joint educators. They are encouraged to share and contribute towards their child's progress and development throughout their time at the setting. Staff inform parents about their child's achievement during daily discussion and through taking work home. Children's learning is occasionally extended into the home, for example, they make pizza's during the session and take them home to cook and share together. Parents are then asked to record how this went. Involving parents in this way has a positive impact on the child's learning, consequently the setting should continue to devise further ways in which they can involve parents on a more frequent basis.

At the start of placement staff seek information from parents about their child's care needs. However, a baseline assessment is not completed at this time. Though staff observe each child over the first term they are unable to quickly identify their developmental level and plan towards this. Parents are fully aware of the assessment procedure and are invited twice a year to attend

a parent's evening. Here they meet with their child's key worker to discuss their progress and view the individual profile and work. They receive note pads from their key worker to write down their observations and comments from home, these are included in the profile. When children leave the setting their parents and school receive a written report. The setting has forged good links with the local primary school. They are regularly invited to use the outdoor play facilities and to attend school productions. This is beneficial to children and parents as they become familiar with the school facilities and staff. Parents are complimentary about the standard of care and education offered and say they receive useful information and feel their opinions are taken into account. Parents describe staff as helpful and friendly.

Organisation

The organisation is good.

The setting is well-organised and provides a stimulating and safe environment. Appropriate vetting and induction procedures are in place and a good level of staff hold a childcare qualification. Ongoing appraisal sessions identify staff's personal development and all are committed to extending their knowledge and understanding through accessing regular training events. Staff deployment is managed well to ensure children are fully supported throughout the session. The setting operates with a high adult to child ratio and this has a very positive impact on children's learning and play. Their care is enhanced by the efficient organisation of the group and directors and staff fully understand and follow the comprehensive policies and procedures to support the successful running of the provision.

Leadership and management of the nursery education is good. The supervisor has a clear focus on how to meet the needs of all children who attend. She manages staff well to enable them to deliver a varied curriculum that contains meaningful learning experiences. She provides good direction, guidance and support. Senior staff have opportunities to advance their professional development with the delegation of individual roles and responsibility. Meetings are held regularly to discuss how all areas of the curriculum are to be covered and to identify any gaps in children's learning and ensure they are making good progress. Value is given to ideas contributed by individual staff and these are incorporated into planning. This results in good quality teaching. The supervisor and staff are committed to the ongoing improvement of the nursery education and work closely with the local authority Early Years Development Officer to assess and monitor the setting's strengths and weaknesses.

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

Improvements since the last inspection

At the previous inspection the provider was asked to ensure that fresh drinking water is available to the children at all times. A jug of water and cups are available throughout each session for children to access. This helps to prevent them becoming dehydrated. They were asked to ensure that Ofsted is named as the registered body in the complaints procedure and that suitable contact details are given. This is now in place should parents and carers require it. Time management and child grouping was to be reviewed and evaluated, so that all children are suitably supported and have access to a range of structured and free play activities that meet their individual development needs. A good balance of structured and free play is available during sessions and children are grouped appropriately to their need and their required learning outcome. Focus activity sheets describe the type of ratio needed and cover different options such as one to one work to small or larger group work. The provider's attention to the above issues has improved the standards of care and learning for children.

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):

- continue to develop systems to ensure parents are consulted within the decision making process.

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):

- ensure assessments link into planning and demonstrate how activities are adapted to suit individual children
- continue to improve how parents' knowledge of their child's development is sought at the onset of placement and complete a baseline assessment
- continue to develop the opportunities for parents to be involved in children's 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