

# High Legh Pre-school Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY362045
<b>Inspection date</b>	29 April 2008
<b>Inspector</b>	Joan Isabel Madden
<b>Setting Address</b>	High Legh School, Wrenshot Lane, High Legh, KNUTSFORD, Cheshire, WA16 6NW
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<b>E-mail</b>	
<b>Registered person</b>	The Trustees of High Legh Pre-School Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

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

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

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

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

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

High Legh Pre-school Nursery opened in 1971 and was re-registered in 2007 when it relocated to High Legh School, Knutsford, Cheshire. It operates from a classroom and the hall in the main school. The pre-school is managed by a voluntary committee of parents and serves the immediate locality and surrounding areas. A maximum of 26 children may attend the pre-school at any one time. It is open each weekday from 09.05 to 15.20 during term times. All children share access to an enclosed outdoor play area.

There are currently 33 children aged from two to under five years on roll. Of these, 23 children receive funding for early education. The pre-school supports children with learning difficulties and disabilities and children who speak English as an additional language. The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications. It is a member of the Pre-school Learning Alliance and receives support and advice from Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Effective hygiene procedures are followed by the staff to protect the children from illness and infection. The premises are clean and the staff keep on top of this during and after the session as required. One member of staff has a food hygiene certificate. The children are learning to understand simple good health and hygiene practices and follow healthy routines. They wash their hands with soap before handling food and as part of the toileting routine. Children are praised and encouraged as they develop self-help skills, such as blowing their own noses. They sit at tables to eat their snacks to avoid cross-contamination of food. Children are treated appropriately for minor injuries, as the majority of staff are qualified in first aid and there is a fully stocked first aid box.

Nutritious food and discussion promotes the children's good health. On inspection day they enjoy a snack of apples, bananas and gingerbread biscuits. They are encouraged to drink water throughout the sessions. The children are sociable and chat to one another at the table, helping them to value times when they eat food. They have their health and dietary needs met because the staff work well with parents. The dietary requirements of the children are recorded onto their personal records and then onto a checklist for staff, ensuring children receive the appropriate foods for their requirements. The staff take the opportunity to talk to children about healthy food as they 'order snacks' during imaginative play.

Generally daily routines include activities to help children develop physical skills, widen their boundaries, and develop a healthy lifestyle. Staff place high emphasis on children playing outside and give them daily opportunities to do so, both in the small area directly accessible from the pre-school room and on the large playground where there is more space to run around. A wide range of activities, including role play, are set up outside for the children to encourage them to play in the fresh air. They enjoy playing in their make shift house and exploring sound and rhythm using saucepans and wooden spoons.

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

The provision is good.

Children feel welcome in the clean, organised, bright pre-school room. Stimulating displays and photographs around the room reflect the children's learning and experiences. Children benefit from direct access to the toilet facilities and a small outdoor play area that has a safe surface and colourful surroundings. There is suitable furniture of appropriate size and of acceptable quality. Space is organised to meet children's needs, with different learning areas to provide them with a balance of experiences. Toys and materials are visible and easily accessible to children, making it easy for them to access resources for themselves. This promotes their confidence and decision making skills. The resources and equipment are well maintained, safe and clean, helping to protect the children's well-being.

There are good processes in place for helping to keep the children safe. Comprehensive daily and long term risk assessments are implemented successfully eliminating identified hazards. The pre-school premises are secure both indoors and outdoors. Staff have an effective procedure in place to ensure the safe arrival and departure of children. A visitor's record is maintained.

Children are effectively safeguarded because the childminder clearly understands her role in safeguarding children, and is fully aware of the procedures to follow should a concern arise. The written policy includes procedures for reporting concerns about children's welfare that is in line with the Local Safeguarding Children Board procedures.

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

The provision is good.

Children are secure, happy and settled in pre-school. They quickly become engrossed in activities that enable them to acquire new knowledge and skills. Children take part in a wide range and balance of activities to promote their learning. Staff cater well for the young children that are under three years. They offer reassurance and comfort in their early days at pre-school and gently encourage them to participate. They support the children well as they explore a good range of materials, including painting, playing with sand, modelling with play dough, mark making and taking part in role play and dressing up. This allows them plenty of opportunity to settle, talk about their experiences and get to know the staff well, without being overwhelmed or becoming restless. Children are divided into two different age groups at registration time to allow the younger children more opportunity to contribute to the discussions.

### **Nursery education**

The quality of teaching and learning is good. Staff work very well as a team. They are calm, encouraging and support the children well in their activities, thereby creating an effective learning environment. There is a flexible routine in place that enables the children to experience a balanced day. This includes free play, adult-led activities, whole group times, singing time, snacks, outdoor play and small age-related group activities. Staff base planning on the children's interests. For example, children showed an interest in tents and this week the staff have created one in the role play area and based discussions and activities around camping. When working with the children staff rely more on experience, than plans, to promote the learning outcomes and whilst their guidance and support is usually beneficial there are occasions when children do not gain the full value from the activity. Every child has a profile that contains photographs and observations on them. Profiles are used to complete an assessment booklet of the children's achievements and progress enabling staff to identify gaps in the children's learning and identify future outcomes. Parents receive written reports on their child's progress at the end of the year.

Daily routines are used effectively to promote children's communication, language and literacy skills. As children gather together for registration and circle time they are expected to answer appropriately to their name. The self-registration scheme helps children to feel a sense of belonging and learn that print carries meaning. As they recognise their names staff encourage them to sound out the letters. Through the topic children are encouraged to learn words associated with camping and share their experiences. Children enjoy 'camping' in the role play area helping to promote their imaginative and language skills. Mark making areas enable children to discover writing and drawing as a means of communication. Children listen well to stories in large groups and learn to handle books appropriately in the reading area. They enjoy joining in with songs and rhymes helping them to recognise rhythm and rhyme in language. Staff encourage children to think mathematically, as they count the girls and then the boys at registration then compare the numbers. Children explore shapes using different construction kits, discovering how pieces join together and the properties of different objects. As children play with dough they are guided into making and naming shapes with a cutter. Children complete

puzzles, learning how shapes fit together. Jigsaws, puzzles and playing dominoes also help to promote children's counting and number recognition.

Children are increasing their knowledge and understanding of the world as they explore different materials, such as sand, water and pasta. As part of their mini-beasts studies the children observe at first hand the life cycle of a butterfly. They are reminded to be very careful as they look at the cocoons, teaching them to respect their environment. As they play outside children are shown spiders in their natural habitat. This links in well with the 'spider web' activity where the children are creating webs using chalks and straws on black paper. Children confidently use the computer to develop their literacy and number skills. They use a range of equipment to promote their physical skills. For example, as they cross 'the bridge' and rock on the seesaw they are developing their balancing skills. In riding wheeled toys they are learning to negotiate appropriate pathways. However, children have limited opportunities to develop hand and eye coordination skills using bats and balls.

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

The provision is good.

Staff demonstrate a sound awareness of equal opportunities and how to cater for children who have learning difficulties or disabilities. There is a good staff to child ratio enabling staff to meet the children's needs more effectively. Children are very well supported in their chosen activities, enabling them to extend their learning and acquisition of skills. They are comforted if upset, helping them to feel valued. Staff welcome children with learning difficulties and disabilities and work in partnership with the parents and other professional to meet the needs of these children.

The children are very well behaved. They happily comply with the routine and quickly become engrossed in free-play activities. Children sit appropriately at registration time, story time and snack time, learning appropriate behaviour for different situations. They are encouraged to help tidy up. Children play co-operatively learning to share and take turns. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff create a welcoming atmosphere and greet children and parents as they arrive. Parents speak very positively about the provision. They are kept well informed about the setting through the notice board and newsletters helping them to feel valued. Through their children's profile, written reports and verbal discussions, the parents are kept up to date with their children's progress and achievements. However, parents are generally unaware that there is a key person system in operation.

### **Organisation**

The organisation is good.

Leadership and management is good. There is a clear management structure and staff are clear about their roles and responsibilities. Staff are motivated and conscientious and work very well as a team. They are good role models and set a very professional tone. The manager works directly with the children and as part of the team. In doing so she is able to monitor the provision and activities although there is no formal system in place.

Staff have a good understanding of the conditions of their registration and how to meet the standards. Vetting procedures ensure that children are well protected. Group sizes and staff deployment contribute to children's good health, safety, enjoyment, achievement and ability

to take an active part in the setting. Generally, records, policies and procedures work in practice to underpin the good care of the children although minor issues have been identified with documents relating to staff records, medication records and the complaints procedure. Children follow a sensible routine that includes a free-play session, snacks, group discussion time, singing and story time. Overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable.

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

Since registration 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):

- ensure parents are aware of the existence and function of the key person system
- improve documentation in relation to staff records including recording their on-going suitability, medication records and complaints log.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the effectiveness of monitoring and evaluating the provision
- provide opportunities for the children to develop hand eye co-ordination skills
- develop a system for ensuring all staff have a secure knowledge of the learning opportunities for the activities provided, to enable children to gain the full value from them.

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)