



Eaves Green Pre-School Childcare Centre

Inspection report for early years provision

Unique Reference Number	309573
Inspection date	17 May 2006
Inspector	Mary Wignall
Setting Address	Eaves Green Community Centre, Lower Burgh Way, Eaves Green, Chorley, PR7 3QG
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Registered person	Deborah Swarbrick and Jacqueline Solkin
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?

Eaves Green Pre-School Childcare Centre is situated in Chorley. The group is based in a community centre and registered to care for 30 children aged two to five years of age. The group operates Monday to Thursday, term time only, from 09.00-13.00. Sessions are offered between 09.30-12.20 and wrap around care is offered with a breakfast club between 09.00 and 09.30 and a lunch club between 12.20-13.00. The group has five staff members, four of whom are qualified. The group is currently

receiving funding for 34 children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good hygiene from the practitioners' planning and interaction with the children. Children understand they need to wash their hands after playing outside or with messy materials in preparation for their snacks. They confidently ask the practitioners to help them access the bathroom. Older children are competent in washing and drying their hands. The premises and equipment are kept clean and hygienic by the practitioners' planning and implementation of good procedures to prevent the spread of infection. Children do not attend if ill and children on medication are supported in liaison with their parents. The children join in the preparations for the snacks by helping the practitioners to clean the tables. They enjoy the rhymes and the opportunity to share news in the big groups as they wait for their snack. As a result snack time is a social event which helps the children to appreciate their food and encourages good eating habits.

Children feel the benefits of fresh air and exercise as they have daily opportunities to play outdoors with a range of toys and play equipment. Practitioners plan the outdoor space well. Two separate areas means different groups of children play at different activities maximising the space available for the benefit of all the children. Practitioners plan topics to extend the children's understanding of their body. Children have chances to try different ways of keeping fit and are awarded certificates for their effort.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The practitioners plan very well to provide a stimulating, fun place for the children to play and learn. Children have easy access to a full range of activities set out by the practitioners each day. Toys and activities are well set out. The children can easily see and reach what is available and the layout encourages them to move freely around the room making choices and following their own interests. Displays of children's work and notices for parents ensure the parents and children feel welcome and part of the setting. The children enjoy playing with a wide range and balance of toys and equipment. These are in good condition and checked daily by the practitioners to ensure they are safe for the children to play with. The practitioners implement good safety procedures for entering and leaving the hall. As a result the children have a good sense of safety. They are competent in knocking on the door to gain entry back into the hall when they have finished playing outdoors, confident of the support of the practitioners when needed. Practitioners are vigilant, sensitively supervising the children's movements to allow them to develop their independence securely.

The practitioners have a sound knowledge of safety. Risk assessments are conducted although these are not fully reviewed to ensure new risks are sufficiently identified and suitable action taken. Children are protected by the practitioners' relevant training and knowledge in first aid and child protection. Policies are in place to support the well being of the children, which are shared with parents and the practitioners to ensure consistency.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and fully engaged in activities the practitioners have planned well to support their overall development. Children find activities fun and stimulating as they develop their own games with the equipment. Children independently access a wide range of toys from clearly set out areas offering different choices and experiences for the children. This means the children are interested in what they are doing and are self sufficient in making choices. The practitioners engage the children sensitively in conversations to extend their thinking. They suggest alternative ways to play with the play dough or paints as they work alongside them providing good role models.

Children enter the session happily bringing in items for the topic table and happily wave parents off as they eagerly find out what is out for the day. Children relate well to each other and the practitioners. They share news from home as they enter chatting and relaxed. The children play well with each other negotiating well over the toys available and calling for friends to 'look what we've got' as they play excitedly with the cars and planes on the runway.

Nursery Education

The quality of the teaching and learning is good. Practitioners have a good knowledge of the Foundation Stage and how children learn. This is evident in their planning. They organise an exciting and stimulating environment in which the children are enticed to explore a range of well presented activities. Plans are used to identify what the children are to learn. These are implemented flexibly and are adapted to meet children's individual needs and interests through a well established key worker system. As a result the children are well motivated and have good levels of concentration as they follow their interests.

Records are used well to show what the children have achieved and learnt. Well established systems to share with parents ensure they can see and comment on their children's development at regular intervals.

Children behave well and have good relationships with each other. This promotes a good learning environment where the children enthusiastically join in group and individual activities. The practitioners are good role models talking clearly and promoting thinking in the children by asking well placed questions. The children eagerly take books to look at or to ask for them to be read. They listen vividly at story times during which the practitioners extend the children's knowledge of books and what goes into them. The children learn print has meaning with well placed labels

and signs at low level for them to see and read although, some of these are beginning to rip and fade limiting their attraction to the children. The children spontaneously seek out pens and different types of paper to make notes or to mark their work with their name making some recognisable letters. Children are confident speakers and use mathematical language appropriately in play due to the practitioners' consistent reinforcing of the children's learning. Children are asked about shapes and sizes they have learnt previously which is then reflected in their play as they chat together deciding where best each car or aeroplane should park or land given their size.

Children use their imaginations well due to the wide range of resources and effective planning by the practitioners. They act out scenes with friends in the role play areas inventing their own games with imaginative use of the toys and materials. Children are developing a good knowledge of their body through planned activities, songs and by using large equipment in the outdoor space. They are becoming competent in their control of smaller tools and equipment as they manipulate materials and pour water into small cups or cut dough with blunt knives. These skills have not yet been developed to lead to more personal independence during snack time or messy play as the practitioners tend to pour drinks and pass children wipes to clean their hands.

Helping children make a positive contribution

The provision is good.

The practitioners plan activities to extend the children's knowledge of the wider world. Children learn about the world around them from planned activities to acknowledge cultural festivals or by the post cards sent by children on holiday. They love looking at the post cards, remembering their holidays and telling their friends what they did there. The children benefit from a range of toys and books which have positive images of diversity. The practitioners treat the children with respect and are aware of their individual needs. Children's needs are met in partnership with parents. Relevant care details are shared at the beginning of the placement, recorded confidentially and shared regularly with parents to ensure continuing care is appropriate.

Children's spiritual, moral, social and cultural development is fostered. Children are encouraged to share tasks such as tidying up and to listen to each other's news. As a result the children have a good sense of belonging in the group and are well behaved. Good behaviour is rewarded with praise and acknowledgment of their achievements and efforts. Partnership with parents and carers is good. Parents' views are sought in regular meetings and questionnaires to ensure consistency for the children and to help the practitioners evaluate their practices. Displays and notice boards share information about the children's activities enabling the children to bring in items from home to support their current themes and topics.

Organisation

The organisation is good.

Space is organised well to make full use of the premises. This maximises the play

opportunities and freedom of movement around well presented activities for the children. The children are confident and find the environment fun and stimulating as they eagerly choose what to do.

Children benefit from the practitioner's knowledge and experience. Recruitment procedures are implemented fully to ensure children are cared for by suitable adults. The practitioners work well as a team with a keen understanding of the setting's plans for the children. They have regular meetings and appraisals to help evaluate their performance and improve the care provided for the children. They have high staffing ratios and efficient sharing of information with parents. Overall the provision meets the needs of the range of children for whom it provides.

Leadership and management is good. There is a strong commitment to improving care and education to the children with on going training and evaluation. The practitioners are supported well by regular meetings to ensure they all work towards the same aims in developing children's learning. The practitioners work well together to provide relevant and suitable activities for all the children.

Improvements since the last inspection

Since the setting has been last inspected there have been a number of improvements.

The outings policy has been reviewed to reflect the group's practice ensuring children are safe and parents are fully informed about outings. The promotion of the children's health has been improved. Two members of staff now have a current first aid certificate and parents' written permission is obtained to seek emergency medical advice if necessary. The child protection procedures have been reviewed and now include procedures to be followed in the event of an allegation being made against staff to ensure children are fully protected.

The children's use of the computer has been reviewed. Children now have regular access to the computer either individually or in small groups supervised sensitively by the practitioners.

Complaints since the last inspection

There are no complaints to report.

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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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 risk assessments are reviewed if there is a significant change and develop an action plan with timescales to identify action to be taken to minimise identified risks.

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):

- build on children's developing skills to further promote children's independence especially during snack time and messy play.

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: www.ofsted.gov.uk