



Anston Pre-School Playgroup

Inspection report for early years provision

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Inspector Angela Howard

Setting Address Welfare Hall, Ryton Road, North Anston, Sheffield, South
Yorkshire, S25 4DL
Telephone number 01909 564495
E-mail
Registered person L. Flack
Type of inspection Integrated
Type of care 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Anston Pre-School registered in 1971. It operates from the Parish hall in Anston, a large village in the borough of Rotherham. It is managed by a committee. The group access one large community room, a smaller room to the rear of the premises, kitchen facilities, which are incorporated in the room, and toilet facilities. There is access to a fully enclosed outdoor play area.

The provision is registered to care for a maximum of 24 children aged from 2 to 5

years old. Currently there are 40 children on-roll. Nursery education funding is received for 29 children. The group open five sessions per week, Monday to Friday from 09.15 until 11.45, during school term-time only. Children attend for a variety of sessions.

Seven members of staff work with the children, all of which have completed or are in the process of attaining recognised childcare qualifications. The group receives support from the community teacher, who is employed by the Local Authority. They are a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of being healthy through appropriate hygiene procedures and consistent routines. They are aware of the need to wash their hands after using the toilet and before eating. Effective adult support helps children to gain a positive understanding of good hygiene practice. This helps to minimise the risk of infections. An appropriate range of policies and procedures are in place to prevent the spread of infection and adequate measures are taken if a child has an accident or becomes ill. Clear procedures ensure that sick children are comforted and the risk of infection to other children is minimal. Signs and symptoms are promptly recognised and parents are informed.

Children are beginning to understand the importance of a healthy diet. They enjoy a well balanced range of nutritious snacks, which develops their awareness of healthy options. However, children do not have access to fresh drinking water after physical activity. Snack times are social occasions where children sit with their peers and staff, joining in conversations.

Children enjoy a selection of activities that contribute effectively to their physical development. They enthusiastically join in ring games and move around confidently and safely, negotiating space and obstacles as they jump in the hoops successfully. Children are excited about sharing their achievements. For example, they are keen to show you how they can balance on a beam, kick a ball at the goal and hit a ball successfully with a bat. This promotes a positive attitude towards exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Potential hazards are sufficiently well addressed in order to maintain a secure and safe environment, both indoors and out. For example, the use of socket covers, smoke alarms and a secure entrance means that children can move around freely and safely. Children are actively encouraged to be aware of their own safety. They are given clear explanations about safe practice indoors, like no running and are gently reminded about not to balance on two legs while sitting on chairs. Staff are skilled in allowing a good balance between setting freedom and safe limits. For

example, younger children develop confidence to walk on the balancing beam because staff stay close by, hold their hands and give constant reassurance. Risk of accidental injury to children is minimised because staff are vigilant and use thorough risk assessments to reduce potential hazards. However, outdoors there are nettles growing in the hedge. This presents a hazard to children. Appropriate fire precautions are in place, for example, fire exits are clear of obstructions, fire evacuation plans are clearly displayed and fire drills are routinely practiced. Therefore, children are cared for in safe premises.

Good quality resources are easily accessed allowing children to make choices in a safe manner. The children's toys and equipment are carefully monitored to make sure that they remain safe and appropriate for the children's ages and stages of development.

Children are generally well protected as the staff have a good understanding of their role and responsibilities with regards to child protection matters. They have an acceptable understanding of safeguarding children procedures and recognise the signs and indicators of child abuse. There are clear, well-documented child protection policies in place; this ensures that children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children thoroughly enjoy their time at the setting. They arrive at the setting happy and relaxed because they are cared for by friendly staff who help them to feel ease in the setting. For example, each child receives an individual greeting from staff and the resources are set out attractively to encourage children to participate. Children who are upset when their parent leaves are given good levels of support to minimise their distress. These close and caring relationships increase children's sense of trust which helps them to develop a good sense of belonging. Children feel comfortable and secure in their surroundings; therefore they move around freely accessing activities that interest them. This results in children being confident enthusiastic learners.

Children's curiosity is stimulated as they are motivated to learn, as they independently select from well planned activities, both inside and out. There is a good range of resources that are used imaginatively to interest children and develop their overall skills. For example, they enjoy feeding the crocodile under the table with pretend food in the home corner and take a baby for a walk like mummy does. This provides them with resources to support their imitative and imaginative play.

Nursery Education.

The quality of teaching and children's learning is satisfactory. Therefore, children make steady progress towards the early learning goals. This is due to staff having a sound knowledge of the Foundation Stage and the activities provide children with opportunities to cover all areas of learning. The manager and staff team work well together and meet on a regular basis to discuss the children's progress and plan for the next stage of learning. However, insufficient challenges are offered in all areas of

learning for older and more able children.

Children show a strong sense of belonging as they greet each other on arrival or look for a particular friend. They are developing good relationships and show care and concern for others. Children are sufficiently confident to play independently or in small groups. They are engaged in purposeful play and are able to express their own needs; for example, "Can I do a painting now?".

Children have plenty of opportunities to engage in conversations; this is skilfully extended by staff as they listen and question children during their play. Story time is used well as children delight in joining in and predicting what will happen next. For example, children shouted with gusto "Run, run as fast as you can, you can't catch me I'm the gingerbread man". They enjoy singing rhymes, particularly action rhymes; for example, 'Heads and shoulders' and 'Wind the bobbin up'. Children self-select books and are beginning to show great interest in print. There are plenty of opportunities to write letter shapes and use writing for a purpose. However, this is not extended to activities to help children link sounds to letters.

Children benefit from individual support to help them count up to 25, to recognise shapes, colours and sizes. For example, children use comparative size and positional language independently when putting a jigsaw together and building towers with bricks. However, staff do not maximise opportunities in everyday activities to consolidate children's mathematical awareness particularly with regards to measure and calculation.

Assessments are clearly linked to the stepping stones and show what the child knows, understands and can do. Staff observe children's daily achievements and use this information to plan for the next steps in learning. However, parents are not actively encouraged to contribute or share their knowledge about their child's progress. Staff make appropriate use of early years' guidance, such as the curriculum guidance for the Foundation Stage, to provide satisfactory care and education. The manager works alongside staff to monitor their work practice and offer advice and support. Overall children make satisfactory progress in all areas of learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are very happy and content and are showing a strong sense of belonging. They are familiar with daily routines and form good relationships with each other and staff. Children receive an individual greeting from friendly, familiar staff and are eager to play and explore the environment. They feel good about themselves because staff know them well and show that they are interested in what they do and say. This results in children being independent and feeling safe and secure, through which they develop self-confidence, a belief in themselves and healthy self-esteem.

Children's awareness of equal opportunities is fostered appropriately. They are beginning to learn about cultures and beliefs through discussion, daily activities and planned topics about celebrations and festivals in the wider world. Staff ensure that

resources positively reflect the wider community; this helps children to develop a positive attitude towards others. This positive approach fosters children's spiritual, moral social and cultural development appropriately.

Children's behaviour is good. They are beginning to understand right from wrong in a caring and sensitive environment. Staff provide children with clear and consistent boundaries and give appropriate support where necessary to encourage children to share toys. This effectively encourages children to behave well. For example, behaviour, such as pushing each other on the balancing beam, is swiftly stopped and clear explanations are given as to why this is unacceptable. Children follow the example of staff in showing courtesy and consideration. For example, children pass tissues, find apparatus and share craft materials, or find chairs for children waiting to join in the activity. Staff praise children for their thoughtfulness and consideration for others. As a result, children are learning how to play together harmoniously.

Partnerships with parents and carers are sound. Parents are kept well informed about their child's care. They are provided with a good range of information regarding the setting. Staff make time to talk to parents daily so that they are involved in their child's experiences and are kept well informed about their care. The easy informal discussions ensure that all information relating to the children is successfully shared. However, children's education assessments are not regularly shared with parents. Children clearly benefit from the positive partnership which has developed with parents. This results in children being happy and well cared for.

Organisation

The organisation is satisfactory.

There are effective procedures in place to ensure that children are cared for by appropriately checked and experienced staff. This ensures that children are only cared for by adults who are suitable to do so. Staff continue to access relevant training and work cooperatively with other professionals, such as the community teacher, to improve outcomes for children. The high level of commitment from the staff team ensures that they work together to provide satisfactory outcomes for children.

All required documentation is in place. A comprehensive range of policies and procedures ensures that children's well-being is effectively promoted. All documentation is stored securely, which ensures confidentiality and security.

Children's care is fulfilled by efficient and effective organisation. The quality of leadership and management of the nursery educational provision is satisfactory. Clear aims for children's care and education are shared with staff and works generally well in practice. Space and resources are used imaginatively to promote children's independence and participation.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the setting was asked to review the induction package for new staff, to ensure that the behaviour policy was appropriate to the setting. Also, written consents from parents allowing children access to pets and for staff to gain emergency treatment was recommended.

The recommendations have been addressed appropriately. There is a comprehensive induction programme for new staff. The behaviour policy is well written appropriate to the age of children attending and is consistently applied by staff. There are appropriate written consents in place for staff to obtain emergency treatment and for children to access pets. This helps to improve the care and safety of the children attending.

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):

- ensure fresh drinking water is available to children at all times
- ensure hazardous plants are inaccessible to children

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):

- extend children's opportunities to show an interest in number problems and

simple calculation

- extend opportunities for children to link letters to sounds
- provide sufficient challenge in all areas of learning for older and more able children
- improve the links with parents to keep them informed about how their child is progressing to the next stage of learning

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