



## Stampers Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	301807
<b>Inspection date</b>	22 March 2007
<b>Inspector</b>	Janet Fairhurst
<b>Setting Address</b>	Stamfordham County First School, Stamfordham, Newcastle upon Tyne, Tyne and Wear, NE18 0NA
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<b>E-mail</b>	
<b>Registered person</b>	The Committee of Stampers Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Stampers Pre-School is run by a parent led committee which has been registered since 1979. It is situated in the rural village of Stamfordham in Northumberland. The pre-school is located in a classroom within Stamfordham First School. The pre-school is registered to take 24 children from two years to under five years of age. There are currently 15 on roll, of which nine children are in receipt of funding for nursery education.

The pre-school is open Monday to Friday between 09.00 and 11.30 term time only. There are three members of staff employed to work with the children. The leader is a qualified teacher, one holds a National Vocational Qualification and one is in the process of qualification. The pre-school has strong links with the school and receives support from an advisory teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a very clean and well organised environment. There are effective hand washing routines in place. This helps children to develop an understanding about the need to wash their hands before eating and visiting the toilet. As a result, their independence increases as they become competent and consistent in their personal care. A written sickness policy ensures that risk of cross infection is effectively minimised. First aid training is completed by staff which ensures the treatment of injuries is carried out appropriately.

The group supports a healthy eating programme. In the main, parents provide the children with the choice of healthy snacks, such as yogurts, grapes and dried fruit. A choice of milk and water is offered to children throughout the session which ensures the children do not become dehydrated. The children sit together and pour themselves a drink from the jug, chatting to their friends. When they have finished, they collect their cups and plates and take them to the washing area which demonstrates their growing independence and self-confidence.

Children's physical development and opportunities to exercise are given a high priority in this setting. They make extensive use of the school grounds and equipment so children are developing good skills with their bodies. Children develop and test their physical skills through taking part in stimulating outdoor play. Challenging resources are provided that cater well for children's individual needs. For example, there are various kinds of balance beams, a bridge with supports and suspension beams laid between wooden stumps. All children can enjoy learning to balance and achieve success according to their own competence. They take advantage of the space within the school hall and participate enthusiastically in music and movement session, stretching, jumping and hopping to the 'Sticky Kids' tape.

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

The provision is good.

Children are cared for in a safe environment which is well maintained and in good decorative order. Displays on the walls make it a welcoming environment and visually stimulating for children. Care and thought has been given to the physical layout of the room to present an uncluttered floor and clear walking space. This allows children to move round the room independently, freely explore their environment and to visit the toilet facility safely. Children use a broad range of good quality, developmentally appropriate resources which fosters all areas of their development. Resources are age related and are very well organised into specific areas of learning. They are stored at child height which encourages children to make choices and promote their independence skills.

Children remain free from harm because staff monitor their free play vigilantly. Children of different ages use a wide range of suitable and safe equipment. Equipment is clean and hygienic and checked for its safety every time it is used. Good quality resources help to enrich the environment in which the children play. Good attention to the reduction of risks helps to keep children safe and protected from harm. Children are well supervised and have a developing

understanding of how to think and act safely. For example, when walking outdoors children know the boundaries and do not go further than the gate. During outings they learn about crossing the road safely. This is continued indoors with gently reminders from staff about their own safety, as they are reminded not to run indoors and not to swing on chairs in case they fall. Regular risk assessments are undertaken and staff use these to take good precautions to safeguard children. There are good fire safety procedures in place and records of practice evacuations. The arrival and collection of children is well planned and there is very good security for the building to keep children safe.

Some staff have taken part in child protection training so that they are able to recognise and deal with incidents that may occur, and this is ongoing. However, at present not all staff are fully confident with regard to the procedures to follow if concerns are raised. Staff are aware that they have written procedures in place which clearly informs them of the procedures to follow. They outlined how these would be used to refer to but acknowledged that they have not made themselves fully familiar with them.

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

The provision is good.

Children are confident, settled, happy and comfortable in their environment. They benefit from the care and teaching of dedicated and enthusiastic staff who continuously implement new ideas to further improve the care and learning opportunities for all children. Children are confident and self-assured to work and play independently or in groups. Children are forming positive relationships with each other. They have good relationships with the staff who help them to develop their confidence through sensitive interactions and regular encouragement. They behave very well. For example, they are willing to take turns and share with little or no prompting. Children's sense of belonging is enhanced when they greet each other during circle time. They enjoy being together in a small group, where they feel comfortable to begin interacting positively with their peers and with the familiar adults around them.

Staff introduce new activities well. They talk to the children about the planned planting activity and enable them to experience through smell and touch, as the children hold and smell the small shoots. They talk to the children about the different types of seeds and plants. They see pictures in books of what might happen when a seed is planted and observe stalks with new buds and leaves. Staff introduce children to new words to increase their vocabulary, such as 'roots', 'shoots' and 'nutrients'.

### **Nursery Education**

The quality of teaching and learning is good. The staff have a good knowledge and understanding of the early learning goals and how children learn and progress. The learning programme and activities are planned to provide a broad and balanced range of activities which challenge all the children very well across the six areas of learning according to their individual needs and progress. This is developed through effective observation and assessment procedures, which inform staff of key areas of focus for individual children. Developmental records, photographs and examples of children's work are also used to monitor children's progress. Children are set realistic challenges. They enjoy planned, interesting activities and, as a result,

they are motivated, sustain their concentration and make clear links in their learning. Staff are skilled in their questioning of children, giving them time to think through their answers. This encourages the children to progress and also to consolidate their learning. Staff are friendly and caring and form good relationships with the children through a key worker system which helps the children to feel secure. They give regular encouragement and praise which develops children's confidence and self-esteem and, as a result, children are very well behaved.

Children speak confidently to each other and all adults. They have access to a wide range of books and listen with anticipation and excitement to stories. Children recognise print in books and around the room. For example, they sound out letters of the week and sing a little song to consolidate their learning. They understand how to handle books correctly, starting at the front and turning the pages in order to follow the story. Children have good vocabularies; they chat confidently to their peers and adults. They take turns to listen to each other at circle time and take an interest in what each other has to say. Children practise their early writing skills in various play situations. Some children are beginning to recognise and link sounds to letters to spell their name correctly, while others do this with the support of an adult.

Children are developing their number and problem solving skills through a variety of activities and through singing and rhymes. They are then able to use these skills spontaneously in a positive and inclusive manner which further consolidates their learning and enhances their self-confidence. Children learn to count at planned and everyday activities. For example, one child counts the number of cards and tentatively counts to seven. As a group they count the number of children present and reach eight. A member of staff asks them to add the staff, they add on another two and count up to ten. The children use mathematical language, such as heavy, light, empty and full, as they fill containers with sand and lift storage boxes from the shelves.

Children are curious about their environment and explore their surroundings. Children have opportunities to plant and grow vegetables and plants. They rush over to look at their planting area. They look at the buds that are starting to flower and ask questions, such as 'does the water go up there?' and 'where are the leaves?', demonstrating their keenness to gather information to satisfy their curiosity. Children explore different media, such as sand, water, paint and dough, as they use the well resourced craft room. They point out their craft work which is displayed on the walls and in photographs, and recall what they have done. Children enjoy dancing and singing to music. They run around holding ribbon sticks, interpreting the music that is being played. Children enjoy playing imaginatively in the role play area. For example, children enthusiastically make tea and share cakes and pizza.

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

The provision is good.

Children's self-confidence and esteem is promoted well. All children are welcome in the pre-school because staff value and respect their individuality and work closely with parents to meet individual children's needs. Staff ensure that all children are fully included in the life of the setting and have a clear understanding of the family context of each child. Children enjoy a wide range of resources and benefit from well-planned activities that promote a positive view of the wider world. This increases their awareness of diversity and their understanding of others.

The children behave very well and play harmoniously together. They are well supported by staff who encourage sharing and taking turns and have clear expectations and set consistent boundaries. Children are able to negotiate with others and take responsibility for their own behaviour. They receive regular reassurance, praise and encouragement, which promotes their confidence and self-esteem. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents is good. Parents speak very positively about the pre-school, the staff and the good progress their child is making. They are provided with well thought out information displayed on notice boards, in newsletters and by daily exchanges of information. Parents are encouraged to share their knowledge and views of their children's development with the pre-school. This enables staff to provide the most appropriate care for the children's needs on an individual basis. All of this contributes to children's good health, safety, development and learning. Parents are given good quality information about the Foundation Stage curriculum and the six areas of learning in the pre-school prospectus. Plans are displayed in the pre-school room to ensure that parents are kept informed about the topics and activities that their children are enjoying whilst at the setting. Parents have regular newsletters and are reminded to ask to see their child's development charts if they wish.

## **Organisation**

The organisation is good.

The pre-school offers a warm and welcoming childcare experience where children are happy and settled. Children's care is further enhanced by the effective organisation and use of space. Staff are effectively deployed and children have high levels of individual attention which supports and extends their learning.

All of the required documentation is in place. However, the wording used with regard to emergency medical treatment concern is not clear enough to help parents make an informed decision regarding this. All other documents are well maintained and are regularly reviewed to ensure that they continue to meet requirements. Records are stored confidentially and are only accessed by the staff. A detailed and well thought out operational plan is shared with parents and implemented by staff. Children's parents are provided with attractive and detailed written information, which includes the range of policies and procedures, information about the service provided, the Foundation Stage curriculum.

The leadership and management of the setting is good. Staff are enthusiastic and motivated and work very well together as a team. They are committed to ensuring that the individual needs of all the children are addressed and that all children feel included within the setting. There are comprehensive and clear recruitment and induction procedures in place which ensures that new staff quickly settle and understand the good practice of the pre-school. Children's development is further enhanced through the ongoing commitment of staff to continue to develop their knowledge through regular attendance on training courses. There is a clear vision for the pre-school, however, staff have no systems in place to help identify current strengths and weakness and implement procedures to make improvements. Strong links have been forged with the school, enabling resources to be shared for the benefit of the children and making the transition from pre-school to school a positive experience.

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

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

At the last care inspection the setting was asked to develop the risk assessment for the outdoor area. This has been addressed and staff now carry out checks prior to the children using this area and ensure that all equipment used is well maintained and safe. This improvement ensures the overall safety of children during outdoor activities.

### **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 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):

- improve the information to parents with regard to their consent for emergency medical treatment
- further develop staff awareness of the child protection procedures.

#### **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):

- devise systems to identify strengths and weakness of the setting.

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)