



# Towcester Scout Hall Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	219963
<b>Inspection date</b>	10 October 2005
<b>Inspector</b>	Rachael Mankiewicz
<b>Setting Address</b>	The Scout Hall, Baden Powell Crescent, Towcester, Northamptonshire, NN12 6DS
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<b>Registered person</b>	Towcester Scout Hall 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?

Towcester Scout Hall Pre-School opened in the 1980s. It operates from the Scout Hall which is situated in a residential area of Towcester and serves the local community.

There are currently 32 children from two years to under five years on the register. This includes six children receiving funded nursery education. The group is able to support children with special educational needs or those children who speak English

as an additional language. Children attend for a variety of sessions. The group opens five days a week during school term only. Sessions are from 09:15 hours until 11:45 hours.

Seven staff work regularly with the children, and five of them have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children develop a good awareness of a healthy lifestyle as they enthusiastically take part in a good range of physical activities during the organised activities in the hall and free-play outside. They begin to realise that they experience changes to their bodies as they run around outside and take part in movement sessions. Children move spontaneously around the room with increasing control and co-ordination. They develop an awareness of the space around them and the close proximity of others as they race cars on the large mat area and sensibly take their seats at group time.

Children's good health is promoted by staff who implement effective health and hygiene practices and procedures. Their welfare is safeguarded because staff have up to date knowledge of first aid in the event of any accident and appropriate procedures are in place if children are unwell. Children are learning about their personal care through daily routines and planned activities, such as a visit from the health visitor. They readily wash their hands after messy play and before snack. This sustains levels of hygiene and helps to prevent the spread of infection.

Children enjoy a relaxed and social atmosphere at snack time where good table manners are encouraged as they sit down together. They choose from a variety of nutritious snacks and drinks, such as milk, juice, cheese, fruit and vegetables and talk about what they eat at home to help them grow. Their knowledge of healthy eating develops as they talk about the spreads they put on their sandwich and as they make lemon tarts to take home. Children help themselves to their drinks from home or to drinking water throughout the session.

### **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 where risks are identified and minimized to prevent accidents, enabling them to move freely and to develop their play and ideas safely. Staff conduct daily checks on resources, activities and security, undertake regular risk assessments, and comply with fire requirements. Children are supervised by staff who are deployed effectively and are vigilant about the children's safety on the premises and during outings, including taking small groups of children to the library and other walks around the environment. They learn about safety within planned and unplanned play and learning activities such as how

to cross the road safely and safely use implements as they cook and make sandwiches. Children access a range of safe and well maintained furniture, equipment and resources which is appropriate for their age and stage of development. This helps children experience a balance between safe play and a sense of danger as it develops their knowledge about how to protect themselves from harm. Children's welfare is promoted by staff who have a good understanding of local child protection policies and the procedures to ensure the welfare, safety and protection of the children in their care.

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

The provision is good.

Children are happy and settle well to enjoy their time at the pre-school. They benefit from the care and encouragement of knowledgeable staff in the welcoming, learning environment. Children develop their independence and learn to play in groups as they participate in a range of interesting activities. For example, they co-operate well to make roads and buildings on the mat to negotiate with cars, and they play ball games together outside. Children use their imaginations well as they take part in a wide range of art and craft activities, music and role-play. They develop their physical skills, both indoors and outside. Their perseverance to complete activities and their confidence to share feelings develops as they play. Early communication skills are developed by good interaction between staff and children, and children enjoy expressing their ideas in the comfortable and friendly environment. Children's needs are met through generally effective organisation and planning for the progress of all children from two to five years. However, staff do not currently use a formal developmental system for the younger children such as the 'Birth to three matters' framework.

### **Nursery Education**

The quality of teaching and learning is good. Children participate enthusiastically in the planned activities on offer, although they are not always able to take the initiative, choose resources and express ideas. The older children use their imagination well investigating different art materials as they freely glue pictures and decorate their plant pots. They mix colours with purpose as they paint colourfully. Children begin to make sense of the world around them as they explore a variety of materials, and investigate how things are made and how they work. They are aware of their own bodies and their ability to use their senses. For example, they talk about tastes and smells as they make lemon curd tarts. Children find out about the environment as they plant bulbs and look at the changing trees as they walk to the library and through other exploration of the local area. They begin to explore the wider world through visits to the school and shops, hosting visitors at the pre-school and taking part in the celebration of festivals.

Children develop good relationships with staff and friends, as they take turns and work together well in small and large group activities. They show concern for others as they play and make sure that their friends are included in the game. Children interact and chat, showing awareness of the listener and listening well. They

understand that print has meaning and enjoy taking books home to share with their parents. Children make marks freely throughout their activities, with more able children writing their names and others making recognisable letter shapes with playdough as well as crayons. They count as they play, for example, as they make pretend cakes. Older children are beginning to develop the use of mathematical ideas to solve problems such as working out how many children can sit at the snack table.

Staff make effective use of time and resources to provide activities which motivate the children and enable them to make progress towards the early learning goals. However, planning for the outdoor area and physical play lacks detail and it is not currently evaluated to show the impact on the children's learning. Appropriate individual challenge is offered and encouraged by the knowledgeable staff asking questions and extending the children's interests. Staff are continuing to develop their knowledge of the foundation stage. Observations and assessments of children's progress towards the early learning goals and information gained from the parents is beginning to be used to inform planning.

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

The provision is good.

Children take an active part during their time at the pre-school. They help other children settle, enjoy taking part in the range of activities and resources on offer and help clear the activities away. Children learn to value and respect themselves, each other and the world around them through planned activities. For example, they celebrate festivals, and use toys and play materials that reflect positive images of gender, culture and disability. They show great interest in visitors to the pre-school and enjoy exploring the local environment and facilities. Children are generally well behaved. Staff increase the children's understanding of right and wrong and help children to understand boundaries, which helps them learn to take responsibility for their own behaviour. This positive approach fosters children's spiritual, moral, social and cultural development.

Staff have developed friendly, working relationships with the parents to ensure continuity of care, and this contributes significantly to the children's well-being in the pre-school. Children's individual needs, particularly during the settling-in period, are met because parents are able to share information and their views and comments are respected and acknowledged. Parents receive information about the policies, routines and activities, and many are actively involved in managing the setting.

The partnership with parents and carers of children receiving nursery education is good. The views of the parents' about their children's interests and achievements are acknowledged and valued throughout their time at the setting. Information is shared on a regular basis. Children's learning can be supported at home as parents are informed about what is planned and what the children have done. Children take home books to share with parents and look for items to support the theme. They benefit from this involvement and parents speak very positively about the setting.

## **Organisation**

The organisation is good.

Children are safe, secure and happy in premises which are suitable for their purpose, where staff are effectively deployed and resources are organised well. The space inside the premises is laid out thoughtfully and the outdoor area is used regularly to offer play opportunities for children. Effective vetting procedures, well-qualified staff and high adult-child ratios promote children's safety, welfare and development. Documentation which contributes to children's health, safety and well-being is in place and this is regularly reviewed by the pre-school committee.

Children benefit from the good leadership and management of the nursery education. Staff work well together as a team and understand their roles and responsibilities. There are appropriate recruitment and induction procedures in place, and appraisals systems are in the development stage. The staff and committee have common clear aims for the continued improvement of the setting although there is no clear system in place to monitor and evaluate the quality of teaching of nursery education. However, the pre-school works closely with the Early Years Development and Childcare Partnership's Advisory Teacher and the Pre-School Learning Alliance to benefit the setting and the children. Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

At the last care inspection, the registered provider was asked to address a concern that the deputy did not have a relevant child care qualification. There is now a member of staff with the relevant level of qualification at each session. Issues regarding the storage and display of documentation have been addressed to benefit the care of children.

At the last inspection of the nursery education, the registered provider was asked to address issues regarding planning and the evaluation of the aims of the nursery education. These issues have been met in part to. Children's opportunities to select their own resources have been increased in part, and there has been an increase in opportunities for children to count and solve mathematical problems.

## **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

## **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 procedures are in place for recording complaints from parents
- improve the outcome from birth to three years by using an approach in line with the 'Birth to three matters' framework.

#### **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):

- increase opportunities for children to select their own resources and take the initiative, particularly to promote the area of physical development
- develop systems of monitoring and evaluation of care and education in the group including staff appraisal systems which are linked to development and training.

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](http://www.ofsted.gov.uk)