

# Cullingworth Pre School

Inspection report for early years provision

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<b>Unique Reference Number</b>	301942
<b>Inspection date</b>	13 July 2007
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<b>Registered person</b>	Cullingworth Pre School
<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?

Cullingworth Pre-school opened in 1971 and is run by a voluntary committee. The group operates from one large room set within the village hall in Cullingworth, which is on the outskirts of Bradford in West Yorkshire. Children attending come from the local community and surrounding areas. A maximum of 26 children may attend the pre-school at any one time. The setting is open each weekday during term time only. Sessions are Monday to Friday from 09.00 to 11.30 and Monday, Wednesday and Friday from 12.30 to 15.00. An afternoon session is occasionally offered on Tuesdays, depending on the demand for this. A lunch club is offered each day. Children attend a variety of sessions, including full day care. There is a secure enclosed outdoor play area.

There are currently 57 children aged two to under five years on roll. Of these, 38 children receive funding for nursery education. The pre-school currently supports a number of children with learning difficulties or disabilities.

The setting currently employs nine staff, of whom eight, including the manager, hold appropriate early years qualifications, six at Level three or above. The pre-school receives support from the local authority and the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are protected from infection to a good standard because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, they use gloves when changing nappies or soiled clothes, hand dryers in the toilet areas effectively minimise cross-infection and all staff regularly update their food hygiene certificates, which means that they know how to prepare and store food safely. Parents are also involved in preparing snacks, therefore, signs are displayed in the kitchen to ensure that they adhere to good hygiene practices. Children are involved in suitable routines to help them learn to understand simple good health and hygiene practices, such as washing their hands before eating. Signs in the bathroom remind children to wash their hands after using the toilet.

Accident and illness procedures are implemented effectively to ensure that children are well taken care of. For example, a designated staff member ensures that the first aid box is kept well stocked with appropriate equipment and all staff have a current first aid certificate. They have additionally attended training in the use of an EpiPen, which means that they are able to respond to an emergency situation, thus, promoting children's safety and welfare.

Overall, children are helped to be well nourished. Snacks are offered during each session and parents provide food if their children stay for the lunch club. A written menu is displayed on the parent's notice board and reflects a variety of mostly healthy foods. Examples include salad sticks and dips, angel delight, jelly and fruit, raisins, cereals, kiwi, strawberries, melon and toast. Children readily tuck into jam sandwiches and fruit and clearly enjoy this snack as they come back for a second helping. Parents are provided with information about the provision of food, including the encouragement of healthy eating. A water dispenser and cups are set out during each session, ensuring that children are able to readily access drinking water, which promotes their all round good health.

Children take part in a broad range of physical activity to help them stay healthy. All children clearly enjoy taking part in the sponsored pedal push. For example, older children skilfully manoeuvre their wheeled toys to weave in and out of the cones. Younger and older children move freely with pleasure and confidence and negotiate space successfully when running around or when engaging in the parachute game. Indoors, older children are highly challenged as they attempt to get from one side of the climbing frame to the other by holding on to the monkey bars. They squeal with delight as they attempt to keep their legs up, to avoid the pretend lions below. Children show good hand and eye co-ordination and balance, for example, as they roll balls down the plastic tube, roll the dough, or walk carefully along the plastic interlocking beam. After one particular physical activity, staff speak to children about the effects of exercise on their bodies, which helps them to learn about healthy living.

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

The provision is good.

Children are cared for in a very warm and welcoming environment. Although staff are unable to use the hall for display purposes, they creatively display children's artwork, posters, information and photographs on a large number of boards and wooden dividers. These are set out during each session, along with drawers and tubs containing resources. This creates a very child centred area and a stimulating visual impact. Staff invitingly set out a wide range of activities and resources for children and all are at low-level, enabling children to develop independence and skills in decision making. As the pre-school has been running for a large number of years, an extensive range of equipment has been built up. This means that children's individual needs are effectively met. Staff ensure that any item which is broken, such as a wooden divider, is not used until it is safe to do so.

Children are safeguarded because staff understand their role in child protection. The designated person is fully aware of possible signs of abuse or neglect and of her responsibility to pass on concerns in a prompt and efficient manner to ensure children's safety and welfare. The most up to date safeguarding procedures are held, including contact numbers, and staff are fully aware that any concerns must be passed on to the designated person.

Effective systems are in place for monitoring access to the premises and for ensuring that children are unable to leave unsupervised. Staff demonstrate very good supervision levels, for example, when parents are arriving to collect or drop off their children or when children are playing on the climbing frame. Staff are vigilant as children play, for example, as they notice that the mats surrounding the climbing frame have moved and put them back in their original position to minimise accidental injury. Staff carry out a daily risk assessment on the premises and minimise most hazards effectively. However, a lock is accessible on a toilet door, a fold away table is present in the boy's bathroom and a risk assessment has not been completed on the hand dryers, which do become hot. Staff ensure that children are well protected during the hot weather. For example, they ensure that parents provide appropriate clothing and sun cream and use canopies to offer children shade when playing outdoors.

Children are effectively supported in learning to keep themselves safe. Staff remind them to carry chairs by ensuring that the legs are pointing downwards as they take them back to the tables after circle time. They talk to children about not using the climbing frame whilst holding toys in their hands, explaining that this is dangerous as it means that they cannot hold on. Staff additionally plan focussed activities to help children learn about safety. For example, they set out objects in the home corner, such as a kettle and iron, and talk to children about not touching these at home because they are hot.

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

The provision is good.

All children present are happy and confident, and are well settled. They readily enter the setting and say goodbye to their parents as they find their chair at circle time by identifying their name and picture card. Children happily sit down, waiting for their peers to arrive, and when everyone is present they meet and greet each other using Makaton signs and words, with support from staff. When it is time to go and play, children confidently carry their chairs back to the activity tables and eagerly choose their preferred activity, such as the train, doll's house or dough.

Children show high levels of interest in a very broad range of activities, which support their development and learning, such as arts and craft, books, role play, mark-making, dough, water and sand. Planning incorporates the 'Birth to three matters' framework, which means that the individual needs of young children are considered. Profiles are maintained to record the progress of children under three years, although these are not linked to the framework. Young children patiently wait for a painting apron before creating a picture and play imaginatively as they repeatedly push the train around the wooden track, created by an older peer; they say that the train is going to the seaside. Children carefully consider which coloured pencil they would like to use and confidently tell the inspector that they are drawing a picture for their mummy.

Children respond well to staff who demonstrate a warm, caring manner and show interest in what they say and do. For example, they sit alongside children to support their learning, such as with puzzles or mark-making materials, and ask children questions that encourage them to think. Children readily approach staff, for example, to express their needs or to enthusiastically tell them, or show them, something, such as a birthday present.

### Nursery Education

The quality of teaching and learning is good. Staff have a detailed knowledge and understanding of the Foundation Stage, which means that they plan a balanced, broad and stimulating curriculum. Staff work directly with children for much of the time and overall, encourage children to think and to demonstrate what they know and understand, for example, whilst listening to the 'Peter and the wolf' story. Staff use varied and suitable teaching methods for both three and four-year-old children and adapt activities to ensure that they offer sufficient challenge and meet the individual needs of the children attending, including those with a learning difficulty or disability. Staff help children to acquire new skills that enable them to progress towards an early learning goal, for example, cutting with scissors. Children's progress records are suitably informative, although starting points are not clearly identified to effectively show a clear picture of progress.

Children concentrate for extended periods of time at their self-chosen activity, such as the computer, doll's house, dough or mark-making. Older children confidently speak in a familiar group, for example, when sharing their ideas during the 'Peter and the wolf' story. They often pursue an activity without interruption, concentrating quietly on their own, such as when building a complex train track, and at other times readily initiate interactions with other people. For example, they ask the inspector to read them a story, talk to their peers about what they are making with the dough and approach staff and the inspector to tell them about a significant event involving themselves or people familiar to them.

Children clearly enjoy listening to the 'Peter and the wolf' story and do so with increasing attention and recall. This is as a result of skilful staff questioning, enthusiastic tone and the good use of props, such as puppets and music. Staff support children's learning in linking sounds to letters within daily activities. For example, when asking children what keeps the duck warm, children say 'fur'. Staff respond to this by saying, "Try again. It sounds the same as 'f' for fur. Can you think of something else?" Children then successfully identify that feathers keep ducks warm. Children readily draw and paint, often ascribing meaning to marks, and manipulate objects with increasing control, for example, as they use dough cutters to create animal shapes.

Staff use innovative ideas to support children in using their own methods to solve problems. For example, they pretend that they have lost the keys to the resource cupboard and do not

set the hall out in the usual manner. They encourage children to think about what they could do and base the session around child-initiated activities. Children skilfully count and predict as they see how many giant or fairy steps it takes to go from one end of the playground to the other and use positional language as they say that they are going 'under' the monkey bars. Older children use simple programmes as they operate the computer confidently. Children learn about the world in which they live and their local community through well planned visits, charity events and the extension of the outdoor area, which includes plots for growing things, such as flowers and strawberries.

Children respond, express and communicate their ideas in a range of ways that enable them to fully explore experiences using a range of senses. For example, they make constructions, collages, paintings and drawings and manipulate dough. Photographs show children watching what happens when ice cubes begin to melt. Children are highly supported in developing imagination as they regularly perform in a variety of shows, such as The Christmas Nativity, The Three Little Pigs and their most recent forthcoming end of year show, which entails children talking about what they have learnt.

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

The provision is outstanding.

All families are positively welcomed into the setting. Children are highly valued and included because staff are exceptional at ensuring that they promote a superb partnership between parents and external agencies. This means that they all work together in a range of ways to meet each child's needs, including those with a learning difficulty or disability or who have a particular health or dietary requirement. Children play a dynamic part in the setting as they make choices about their activities and care and develop a strong sense of belonging because of excellent relationships with staff, resulting from extremely effective settling-in arrangements. Comprehensive arrangements ensure that parents are fully informed about the setting before placement of their child and parents are highly encouraged to be involved in the setting and in sharing their views. For example, yearly parent questionnaires are provided and comments are effectively evaluated, parent helper rotas are in place, a suggestion box is always available and parents enthusiastically take part in sponsored events.

Children's behaviour is exceptional because staff are extremely skilled in focussing on positive reinforcement, which ensures that children develop high levels of self-esteem and confidence. Staff use extremely effective methods when they require children to stop and listen or when they are preparing them to do something. For example, they shake the maraca to tell children that it is five minutes before tidy up time, then use a sand timer as a visual reminder of this. A bell is then rung to indicate that the time has expired. Children respond immediately to this and enthusiastically help to tidy resources away. Children express their needs appropriately and show excellent co-operation with their peers. For example, they patiently line up to take their turn on the climbing frame, kindly share the dough and negotiate conflict, all without the need for adult support or direction.

Children benefit from a broad range of activities and resources that help them learn about the wider world and gain an excellent awareness of the cultures and beliefs of others. For example, staff celebrate a range of festivals with the children, reflecting their own and other's communities, and play people, posters, photographs and books reflect all aspects of diversity. Staff are committed to ensuring excellent anti-bias practice as they treat all children equally and fairly and ensure that all children are encouraged to access resources equally.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers in relation to the nursery education is outstanding. Staff recognise that parents are children's first and most important educators, which means that they work effectively together to achieve an extremely positive effect on children's development and learning. Comprehensive information is provided to help parents understand the Foundation Stage and how activities help children learn. Excellent formal and informal channels of communication are held with parents to inform them of what their children are learning or to discuss their children's progress or concerns. Examples include regular newsletters, formal consultations, coffee mornings, friendly daily chats and yearly stage performances by their children. Parents are highly encouraged to share what they know about their child as staff seek and value parents' observations of their child and act on them. Excellent arrangements ensure that parents are fully encouraged to be involved with their child's learning, for example, bringing family photographs to be displayed as part of a topic.

## **Organisation**

The organisation is good.

Children's care is enhanced by the overall efficient and effective organisation. Formal systems are in place for the recruitment of staff and clear induction procedures ensure that new staff are fully supported and overall, aware of their roles and responsibilities. The adult to child ratio positively supports children's care, learning and play and the effective deployment of staff means that children receive very good levels of attention.

Adults have a clear sense of purpose and are committed to reflective practice and improvement. For example, staff are fully encouraged and supported in gaining a child care qualification and yearly appraisals and regular supervisions take place to effectively promote their development. These entail setting targets and action plans, identifying training needs and looking at staff interests, which helps to maintain a consistent, motivated and highly dedicated staff team. This is also effectively supported by team building exercises that take place away from the setting. Staff are fully involved in the appraisal process as they are encouraged to evaluate themselves and their practice, which impacts positively on children's care, welfare and learning.

Children clearly feel at ease in the setting and staff utilise time and space effectively. This ensures that children can make choices and are motivated and interested in a very broad range of purposeful and developmentally appropriate indoor and outdoor activities.

Policies and procedures are generally comprehensive, reviewed regularly and work in practice overall to promote the efficient management of the setting, children's health, safety, enjoyment, achievement and ability to make a positive contribution. However, the complaints log has not been updated to ensure that it is line with requirements and the recruitment policy does not include the procedures for vetting staff or committee members.

Leadership and management in relation to the nursery education is good. The manager's vision of the quality of child care and education steer the work of the setting. Clear aims reflect a commitment to excellent relationships and equality of opportunity for all and these are successfully reflected in practice. The manager leads by good example as she spends a large amount of time working directly with staff and children and the clear aims and values of senior staff inspire the work of other staff and positively influence the quality of their teaching and learning. Effective links are held with local schools to ensure a smooth transitional period for children from the setting, which promotes their confidence and security. Staff work extremely

well as a team and their professional development is managed effectively to ensure that teaching and learning is continually enhanced. Regular meetings ensure that the setting monitors and evaluates the provision for nursery education, which reflects a commitment to improving the care and education for all its children.

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

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

At the last inspection a small number of recommendations were raised in relation to hygiene and the sharing of information relating to the child care practice. Children's good health is enhanced as hand dryers are now used in the bathroom areas and child protection procedures are now included in the parent welcome pack, which enhances working in partnership with parents.

In relation to the last nursery education inspection, a recommendation was raised with regards to keeping records. Staff's evaluation of observations of children are now linked to the stepping stones to enhance the assessment of children's development.

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

Since 1 April 2004 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 all 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 systems for recording the development of children under three years
- further improve safety by ensuring that risks are minimised in relation to hand dryers, low level locks on toilet doors and fold away tables
- review the complaints record and update the recruitment policy to ensure that vetting procedures are clear and effectively robust.



## **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):

- further enhance children's progress records to reflect a clearer picture of progress.

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)