

Coton Green Pre-School Nursery

Inspection report for early years provision

Unique reference number EY377687
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Inspector Jayne Rooke

Setting address Staffordshire County Council, Cotton Green Cp School,
Kipling Rise, TAMWORTH, Staffordshire, B79 8LX
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Coton Green Pre-school Nursery is run by a voluntary committee. It reopened in new premises in 2008. It operates from a mobile classroom unit within a local primary school in Tamworth, Staffordshire. The pre-school serves the local area and has strong links with the school. There is a fully enclosed play area available for outdoor play.

A maximum of 24 children may attend the setting at any one time. There are currently 46 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 29 children receive funding for Early Years provision. This provision is registered by Ofsted on the Early Years Register and on the Compulsory and Voluntary parts of the Childcare Register.

The setting supports children with learning difficulties and/or disabilities and who have English as an additional language. The premises have good access and facilities for people with disabilities.

The pre-school opens 8:30 until 9:00 for a breakfast club. Nursery sessions are from 09:00 until 11:45 and 12:45 until 15:15 during school term-times only. A lunch club operates between the morning and afternoon sessions. Children are able to attend for a variety of sessions.

The pre-school employs nine members of staff, all of whom hold appropriate Early Years qualifications. The manager holds Early Years Professional Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The setting provides highly effectively for children in the Early Years Foundation Stage (EYFS). The well organised system of planning successfully involves the staff, children and their parents and carers, ensuring that all children enjoy their time at the pre-school and make excellent progress. Staff create an inclusive and welcoming environment so that all children benefit from the exciting range of activities. The provider is very aware of the strengths and areas for improvement within the setting, although, risk assessments have not included all of the equipment which children use. Staff continuously strive to improve the experiences of the children who attend the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further risk assessment procedures regarding the use of computer equipment.

The leadership and management of the early years provision

Highly effective safeguarding policies ensure that children are very well protected. Staff have a very clear understanding of all safeguarding children procedures and how to implement policies appropriately in order to protect children from harm and neglect.

The manager is highly committed to improving her knowledge, skills and understanding of how young children learn and develop and has achieved accreditation for Early Years Professional Status. Staff are highly dedicated to continuous professional development and support children's learning very well. Parents and carers of the children are valued and supported as partners in their children's learning and are invited to attend many training events to extend and share their knowledge and skills. Strong links are formed with other professionals and with local community groups to ensure that the children's needs are consistently supported. The manager uses self-evaluation systems exceptionally well to monitor and evaluate the provision. She takes positive action to ensure that improvements are made where necessary. For example, outdoor play is a significant feature of children's daily routine and the outdoor area is used exceptionally well as a continuous learning environment.

The quality and standards of the early years provision

Children are provided with excellent opportunities to investigate, explore and use their creativity and imagination. Innovative themes and topics enable children to demonstrate their knowledge and understanding of shape, space and measure. They use role play equipment, tools and materials imaginatively to create play dough models and to plan and build constructions indoors and outside. There are many opportunities for children to develop skills for mark making, music and using technology equipment which helps them to make rapid progress across all of the areas of learning.

Activities are well planned and organised, taking into account children's individual interests and ideas. The natural environment is used exceptionally well to inspire children's interest in small creatures, weather patterns and the world around them. For example, the tree in the garden is used effectively as a learning tool for children to observe natural and man made objects and to create bird feeders. Children and parents contribute to the planning process because they are asked their opinion of activities and how they can be developed. For example, the 'people who help us' projects help children to learn about the skills of community workers and to develop an interest in skills for the future.

Staff securely base their observations and assessments on what children enjoy and can do, taking into account their abilities when they first start to attend the setting. They observe children as they play, using their observations to ensure that each child's needs are being met and to plan the next steps in their learning. They talk to children's parents and carers on a regular basis and share detailed information about children's care, well being and developmental progress. Staff have excellent

relationships with other settings, such as, the local school and other community groups so that they are well informed about the interests and abilities of children who attend a range of childcare provisions. Staff support children's learning very well, asking open ended questions and demonstrating how things work. As a result, children are keen to express their ideas through discussion, drawing, painting and model making.

Children have good relationships and play well together. They happily take part in small and large group activities, developing their confidence and self-esteem. They know where toys and equipment are kept and make choices and decisions for themselves. They learn to respect and value people's differences and similarities through stories, discussion and as they celebrate different cultural events throughout the year. They see a wide variety of languages in pictures, posters and story books displayed around the setting. This helps children to develop their knowledge and understanding of the world.

Staff have a good understanding of how to create a safe and welcoming environment in which risk is minimised. Children learn how to use most equipment safely and how to play safely when outside. However, risk assessments lack detail regarding the safe use of computer screen equipment. This potentially minimises children's health and safety. Children develop positive attitudes towards healthy eating through projects and discussion and are offered a wide variety of healthy snacks and meals. A wide range of physical play activities and games both indoors and outside are a significant feature of children's daily routine helping them to understand the benefits of a healthy lifestyle.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met