

First Steps - Fountain of Life Pre-School

Inspection report for early years provision

Unique reference number	EY374607
Inspection date	21/01/2009
Inspector	Tessa Margaret Betts
Setting address	The Well Christian Centre, Swaffham Road, Ashill, Thetford, Norfolk, IP25 6BT
Telephone number	01760 447 444
Email	
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

First Steps - Fountain of Life Pre-School registered in 2008. They are based in a single storey building next to the Fountain of Life Church in Ashill. Accommodation includes two main playrooms, a small library, kitchen area, office, toilet facilities and an enclosed outdoor play area. The Pre-School is open from 9.00 to 15.00 on Mondays and Wednesdays and from 9.00 to 12.00 on Fridays during school term time.

They are registered to care for a maximum of 26 children aged two to five years at any one time. They currently have 18 children on roll, all of whom are in the early years age group. There are no children currently attending with additional needs of who have English as an additional language. The Pre-school is registered on the Early Years Register. They employ three staff, all of whom hold relevant qualifications which are appropriate to their post.

Overall effectiveness of the early years provision

First Steps - Fountain of Life Pre-School provides effectively for children in the Early Years Foundation Stage. The uniqueness of each child is recognised and their learning and development needs met through flexible planning and secure relationships built with key adults. Partnerships in the wider context are developing to ensure good continuity of children's progress. Staff show a strong commitment to securing improvement in the future through emerging processes of self evaluation and reflective practice.

What steps need to be taken to improve provision further?

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

- constantly monitor the temperature of the radiators throughout the session and make necessary adjustments to secure children's safety at all times
- consider how to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care
- review the methods used to obtain the views of parents so that they are able to make a more effective contribution to the self-evaluation process as a whole.

The leadership and management of the early years provision

Effective leadership and management contributes greatly to the success of this new provision. Good organisation which includes the maintenance of records, policies and procedures provide firm foundations to support the working practices of the staff. Staff work well as a group and are clear about their individual roles and responsibilities. Vetting procedures are robust and staff are well deployed throughout the session to support the needs of all children so that their welfare,

learning and development are secure. Staff are highly committed to ensuring children are safeguarded. They are confident in their understanding of their responsibilities and have clear well presented written guidance documents to support an effective referral should a concern arise.

Children benefit from the enthusiasm of the staff who are experienced child care practitioners. All staff hold relevant qualifications. Through daily discussion and regular staff meetings ideas are shared and training needs identified. Collectively they have started to look at the process of self- evaluation, using this as an effective tool to identify their strengths and weaknesses to secure future improvement. Through the actions met at registration and the clear vision for the future, the Pre-school is able to demonstrate their ability to maintain continuous improvement. Parents comment positively on the service provided. They feel well informed about the progress their child is making in their learning and development and that their welfare needs are understood and respected. Staff value the views of parents. They have introduced questionnaires and a suggestion box to support their evaluation process, however these methods have not been fully effective. The Pre-school promotes inclusion well by taking into account children's home backgrounds and adapting activities to promote their understanding of the needs of others. The Pre-school recognise that some children attend other provisions during the week, however systems are not yet fully developed to liaise with these other settings delivering the Early Years Foundation Stage to ensure children's progression and continuity of care.

The quality and standards of the early years provision

Children's development is well supported by key adults who motivate them to become active learners. The environment is rich in exciting and challenging resources and activities. Many visual displays using both words and pictures support and reinforce children's understanding. Children's starting points are known through home visits made by staff and gathering information from parents. Children's progress is assured through clear planning which identifies the learning intention and the next steps in children's learning. All areas of learning are skilfully woven into both adult-led and child-initiated activities. Through good use of open ended questioning by staff, children are encouraged to think. Children make an active contribution to their learning stories. They select photographs of themselves enjoying many activities and confidently recall events with staff as they stick them in their books. Children's independence and self-confidence is growing as they help to prepare snack time by laying the table and washing up their plates. They are encouraged to put on their coats and boots for outdoor play and help to tidy up to make room for different resources. Their achievements are recognised and praised by staff. Children are keen to initiate conversation both in large group discussions and in smaller groups. They show a real interest in books, often taking themselves off into the smaller room and lying on the floor with a friend to look at the pictures. Children use mirrors to look at the shape of their mouths when making links with sounds and letters and learn about other forms of communication through simple Makaton sign language. Children experience mark-making in many activities. They attempt to write lists in the home corner and experiment on a grand scale as they chalk on large paper on the floor. Children are encouraged to

use simple problem solving skills in their play as they think about whether the bucket of sand is heavy or light when full and who has the biggest feet as they discover similarities and differences. They are challenged within routine activities to think about how many more chairs are needed at snack time so everyone can sit down. Learning opportunities are extended for more able children. Whilst younger children explore the effects of cornflour and water through their fingers, more able children look at the changes that occur when paint is added, noticing patterns before the paint is mixed in. They then lay paper on top to create a print. Children's physical development is robustly promoted through good use of the outdoor and indoor areas. They dance to music with self-confidence and laugh together as they excitedly run about outside attempting to fly a kite. They are quick to notice the world around them, spotting wildlife outdoors and develop a understanding of their needs as they make bird cakes to provide food for the birds in the cold weather.

Children's welfare is keenly promoted at the Pre-school. Health information gathered from parents is acted on. Staff hold first aid certificates and have a well stocked first aid kit to respond to minor accidents. Parents are well informed through clear documentation. Children are developing an excellent attitude towards keeping healthy. They talk about the need to reduce the risk of germs as they wash their own fruit at snack time and choose from a wide range of healthy snacks and drinks on offer. Parents are given helpful advice on the contents of lunch boxes through healthy ideas and recipes displayed on the notice board. Staff talk about what their bodies need to stay healthy as children enjoy a few minutes of total relaxation as they lie quietly on the floor to refresh themselves at the end of each session. Planned activities further support a healthy lifestyle, as they role play visiting the Opticians and learn why good eye care is important. This understanding is then demonstrated as a child keenly searches for their sunglasses prior to going out in the bright winter sun. Children's behaviour is good. Clear and consistent messages given by staff help children to learn acceptable behaviour and the effect of their behaviour on others. Minor incidents are quickly and appropriately addressed. Risk assessments are in place to ensure the premises and equipment are kept secure and safe for children, however the temperature of the radiators is not constantly monitored throughout the session and as a result some get very hot, posing a risk to children. Good security arrangements ensure children cannot leave the premises unsupervised. This is particularly important as the building is shared by other users on occasions.

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.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	1
How well are children helped to enjoy and achieve?	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.