

# Park Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY372877
<b>Inspection date</b>	13/01/2009
<b>Inspector</b>	Lisa Patterson
<b>Setting address</b>	Community Centre, Mill Street, Kirkham, PRESTON, PR4 2AN
<b>Telephone number</b>	01772 686 622
<b>Email</b>	
<b>Type of setting</b>	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**

Park Pre-School is a privately owned business, which uses the main hall and adjoining toilet facilities of Kirkham Community Centre. The pre-school serves the local community and is open from Monday to Friday, from 09.00 until 12.00, during term time only.

Registration, on the Early Years Register only, is for a total of 30 children. There are currently 28 children on roll who attend on a full and part-time basis. The setting supports children with learning difficulties.

There are six staff, of whom three are qualified to level 3 standard and three others who are currently training in early years. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

The needs of individual children are well met through an ongoing information exchange with parents, between staff and, where necessary, outside agencies. Children make good progress in their learning and development through development monitoring, however, this is not always completed effectively or used fully to differentiate planning. Staff work well together as a team to ensure children's welfare is well promoted, however, children do not have sufficient access to fresh air during the sessions. There is a clear vision for development in the setting and the staff team strives for excellence.

## **What steps need to be taken to improve provision further?**

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

- use information gained during training to develop the planning and assessment methods to show progression more clearly and provide more specific differentiation for directed and independent activities
- develop the provision for daily outdoor experiences and fresh air.

## **The leadership and management of the early years provision**

The management team has a clear vision for the ongoing development of the setting. Areas for improvement are identified through completion of the Ofsted self-evaluation form, liaison with staff and parents, and attendance at training. Recent improvements, including the serving arrangements for a range of healthier snacks, have had a positive impact on the children. Appraisal systems have been recently introduced and staff are committed to continuous professional development. Documentation is very well organised and stored to allow ease of access, while maintaining confidentiality. Policies have been updated in the light of changes to regulations though some minor details are missing.

The setting enjoys strong relationships with parents and other agencies. Parents are welcomed into the hall to settle their children and staff make time to talk to them both at the beginning and end of the sessions. Information about development is shared informally and more formally through drop-in sessions and parents evenings. Records and reports are kept up-to-date and shared with other agencies to ensure all children's needs are well met.

Children are well safeguarded through comprehensive, ongoing risk assessments and attending relevant training. Staff have a good awareness of the indicators of abuse and know the procedure to follow should they have a suspicion. This maintains the children's safety.

## **The quality and standards of the early years provision**

The learning environment is warm, welcoming and well organised to allow freedom of movement and independent access to a wide range of resources covering all areas of learning. Children are greeted warmly and given time to settle into their chosen activities. They are happy and enjoy their time in the setting, talking with excitement about what they enjoy best. They are confident and have developed strong attachments to the staff, which gives them a sense of belonging. Children make good progress in all areas of learning. They learn that print carries meaning through self-registration and listen attentively to stories. They learn about number and solve problems through sorting activities and counting during singing time. Their computer skills are good and they are competent in the use of the mouse. They thoroughly enjoy being creative, they dress up, make pictures, and listen to and join in with music. Their physical skills are developed through large apparatus and sit-and-ride toys, which they drive with precision.

Planning and assessment techniques are currently under review. Regular planning meetings take place, during which staff discuss the needs of individual children and the types of activities needed to meet these needs and challenge their thinking. Children with learning difficulties are very well supported, through comprehensive and ongoing assessment records, which are shared with parents and outside agencies. Additional staff are brought in to support additional needs on an individual basis, ensuring that their specific needs are catered for. While staff use their experience of working with children to differentiate and enhance activities, the current assessment records of individual children do not provide a clear picture of progress or fully support written planning for all children.

Children learn to keep themselves safe through gentle reminders from staff about running in the setting and taking care when on the slide. There are clear boundaries and children, in the main, abide by these to remain safe, for example, not taking toys on the slide. Staff are always on hand and consistent. Children enjoy healthy snacks, and talk about their favourite fruits during the café-style snack time. There is plenty of opportunity during every session for physical activity, however, access to fresh air on a daily basis is not currently in place. Children are well behaved and respond well to the requests of adults. They learn to share and take turns, and methods, including a giant egg timer for timing the

turn on the computer, are well understood by the children. This promotes an understanding of the needs of others and helps to maintain the calm atmosphere of mutual respect.

## 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

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

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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](http://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**

There have been no complaints made to Ofsted since registration.

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.