

Norton Community Pre-School

Inspection report for early years provision

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EY376725

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Inspector

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Setting address

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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 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).

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

Norton Community Pre-school has been operating since 1978, moving to its present premises at The Old School Hall in the Norton area of Sheffield in June 2008. It is a committee run provision serving the local community.

The pre-school has use of a large playroom and smaller playroom, with access to kitchen and toilet facilities. There is secure outdoor play space available to the children. Access to the premises is via the front of building and ramp to the rear of the premises. A maximum of 30 children aged two and a half to five years may attend the group at any one time. There are presently 31 children attending in the early years age group. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting offers places to children with learning difficulties and disabilities. The pre-school opens Monday to Friday, 09.15 to 12.15 term time only and children attend for a variety of sessions.

A team of eight staff are employed to work with the children, all of whom have relevant early years qualifications. A parent rota is present at some session. The setting receives support from the local authority and the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Children are well motivated and challenged in a stimulating environment, as experienced and dedicated staff plan fun activities tailored to their individual needs. Established systems are in place to ensure that parents, carers and others work effectively in partnership to meet the needs of all children. Staff effectively observe and record children's progress, which accurately identify where they are at and the next steps in their learning. The staff team are firmly committed to continually improving the setting and demonstrate a clear understanding of their strengths and areas for improvement, working together to identify the way forward.

What steps need to be taken to improve provision further?

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

- continue to review planning systems to show how they meet individual children's needs
- continue to review policies and procedures to meet changes to requirements.

The leadership and management of the early years provision

Staff are effectively supported by a well organised management team, to meet the needs of all children. There have been few changes within the team, ensuring continuity for children and the development of strong and trusting relationships for

all users. The staff's very good awareness of the Early Years Foundation Stage framework enables them to complete comprehensive observations and plan stimulating activities for the children. The setting recognises the importance of self-evaluation to monitor practice and are continuing to develop this process. Staff evaluate each session, highlighting children's wishes for additional resources and specific activities based on their ideas and interests.

Solid systems are in place for recruitment and selection, supported by appraisals and daily opportunities to discuss and evaluate the service provided. Pre-school staff demonstrate a high commitment to training and development accessing all opportunities offered.

Well-established relationships with parents and carers ensure consistent and effective sharing of children's progress and achievements. Parents are very happy with the setting and value opportunities to discuss their children's learning with staff. They commend the staff on the changes made to pre-school following the move to new premises. Parents express their delight and enthusiasm about the wealth of experiences offered to the children and the approachability of staff. Successful systems have been established to ensure children's transition to school is well organised. Excellent links with other providers, such as childminder's, ensure continuity of learning and care, as they share planning and discuss children's progress regularly. Pictorial prompts help children understand daily routines and support them to settle into their new environment.

Experienced staff demonstrate a strong understanding of their roles and responsibilities in safeguarding children. Consistent implementation of a comprehensive range of policies and procedures ensures that children's welfare is successfully promoted. Staff are effectively deployed throughout the setting, ensuring that children are well supervised, whilst allowing them space to actively manage their own safety. Extensive risk assessments are completed and reviewed regularly. All policies and procedures are consistently shared with parents and are under review, as they do not fully reflect the Early Years Foundation Stage framework.

The quality and standards of the early years provision

Children enthusiastically enjoy a broad range of stimulating experiences, as they play together in a fun environment. They progress well in all areas of learning, as they actively plan their time and make choices of what to do. Children move freely around the setting both indoors and outdoors as they develop their confidence and independent skills. Staff use their good understanding of the Early Years Foundation Stage to plan a wide variety of well-planned activities based on all areas of learning to effectively promote children's learning and development. They are in the process of updating planning and assessment systems based on the new framework, however, they do not fully reflect how they meet children's individual needs.

Children enthusiastically enjoy number, as they count how many teddies they have in each colour and take pride in making a pattern of 20. They use early problem-

solving skills as they make holes with the hole punch to thread card onto cord. Maths language is used by the children as part of everyday activities and they count the number of children present and explain that a jigsaw is 'really hard'. Children listen intently to stories, extending their vocabulary, as they chatter together and recall familiar storylines. They enjoy mark making using a variety of mediums, as they paint, chalk and make lists in role-plays. Children confidently use rhyming words as they sound out their names and say that 'the jigsaw is easy peasy'. Older children spell out their names on the chalkboard and aloud as they explain to visitors, what letters are in their names, as they competently type into the computer.

Children's physical development and understanding of their environment is promoted, as they investigate indoors and outdoors with increasing motivation. They make choices of where to play moving between the indoor and outdoor areas freely. Children enjoy outings to the park to see the farm animals and explore climbing equipment. Consistent praise and encouragement from staff ensure that children develop high levels of self-esteem. They are respected and valued and in turn learn to manage their own behaviour, take turns and share. Children are very confident as they approach visitors to the setting, including them in their play, excitedly giving invites to 'play with us' and showing what they have made with pride. Well-resourced craft areas provide children with many opportunities to explore their natural creativity and actively plan role-plays and simple story lines. Children enthusiastically explore textures as they let coloured sand slide through their fingers and roll in waterwheels talking about it being soft. Good photographic evidence on displays and in children's records clearly shows their progress and achievements.

Children's health and well-being are promoted successfully as staff talk to children about healthy eating at snack time. One day a week is 'fruit day' when children bring fruit from home to share with their friends. Healthy eating topics introduce children to what foods are good for them and how they help us grow. Children learn how to keep themselves safe, as staff sensitively remind them to take care when climbing and to put on helmets to ride bicycles outdoors.

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?	2
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?	2
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 B: the Childcare Register

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

Met

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.