

# Stampers Pre-School at Stamfordham First School

Inspection report for early years provision

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<b>Unique reference number</b>	EY367890
<b>Inspection date</b>	19/09/2008
<b>Inspector</b>	Noreen Elizabeth Appleby
<b>Setting address</b>	Stamfordham First School, Stamfordham, NEWCASTLE UPON TYNE, NE18 0NA
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<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**

Stammers Pre-School originally opened in 1979 and has been registered to provide full day care since March 2008. It is managed by a committee and operates from rooms within Stamfordham First School, in Stamfordham village, Northumberland. The setting serves the needs of children from the local area and the wider rural community. The building has ramped access and children have use of the enclosed outdoor play areas.

The setting is open each weekday from 09.00 to 15.00 during school term time. It is registered on the Early Years Register for a maximum of 24 children, at any one time. There are currently 22 children, aged from two to under five years, on roll. Of these, 15 children are in receipt of funding for nursery education.

Four members of staff are employed to work with the children. The pre-school leader holds a teaching qualification. Two members of staff hold a Level 3 childcare qualification and the remaining member of staff is currently working towards a relevant Level 3 qualification. The setting maintains strong links with the school and receives support from the local authority.

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

Children benefit from a safe, well-organised and stimulating environment which provides interest, enjoyment and motivates them to learn. Good communication with parents and carers enables key staff to know the children well. Each child is recognised and valued as a unique person and staff strive to support their individual care and educational needs effectively. Management and staff work closely together and have forged strong links within the school. Together, they evaluate their strengths and they identify areas they aim to develop. This maintains continuous improvement, which enhances outcomes for children.

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

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

- develop procedures for making systematic observations and assessments of each child's achievements and involve parents in this process to ensure all children are continually challenged and extended
- improve supervision and appraisal systems to effectively monitor and support staff's professional development
- develop existing policies and procedures to ensure they are up-to-date and reflect current practice within the setting.

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

Rigorous recruitment procedures and thorough induction methods safeguard children by ensuring staff are appropriately vetted and that they are well qualified, experienced and knowledgeable about their roles. The pre-school has recently experienced a period of change, as they have extended their service to provide full day care and there have also been changes within the management committee. As a result, staff receive ongoing management support but formal supervision and appraisals have not been completed to contribute towards their professional development. In addition, some records, such as policy and procedure statements, have not been updated to reflect recent changes. However, management and staff work well as a team and demonstrate enthusiasm and a strong commitment towards raising standards and improving outcomes for children. They enjoy good opportunities to attend training and they use their increased knowledge and skills well, to develop practices within the setting. Strong working relationships are maintained with parents, carers and other agencies, which results in children's unique needs being consistently well met. Information about the child's care, learning and development is regularly discussed with parents and carers. However, they are not actively encouraged to share information about what their child already knows and can do, to contribute towards identifying the child's starting points and to link with observations and assessments. Very positive comments have been received from parents and carers, indicating that they are extremely happy with the quality of care and education provided.

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

Staff demonstrate a good knowledge and understanding of the 'Early Years Foundation Stage' learning and development requirements. They use these documents competently to plan and deliver a broad range of interesting play and learning opportunities for children, which helps them progress towards the early learning goals. Focussed activities take good account of children's individual needs and developmental stages, to ensure all children are sufficiently challenged, extended and fully included. Observation and assessment systems are presently being developed in line with EYFS practice guidance. Children's individual learning files are used to track their progress and to share information effectively with parents and carers.

The setting is well equipped and resources are imaginatively set out to provide a stimulating and purposeful learning environment, which children explore enthusiastically. A good mix of adult-led and child-initiated activities enables children to work individually or to take part in small or large group activities. Therefore, children are happy and settled. They are forming positive relationships with staff and peers. Staff's enthusiasm and support motivates children to learn and enhances their experiences, yet they allow the children time to initiate and extend their own play, when appropriate to do so. As a result, children are developing very good imaginative skills and they are learning to communicate well, sometimes using complex vocabulary to convey their thoughts and feelings. They are gaining a sense of belonging as they are involved in the life of the school or as they learn about the local community and the wider world.

Children's welfare is given high priority. Comprehensive risk assessments are

completed annually and staff have good procedures for monitoring day-to-day arrangements and ensuring premises are safe, indoors and out. Children are also learning to keep themselves safe. For example, they learn suitable road safety routines when they are out walking with staff and they are developing an awareness of fire safety as they practise the emergency evacuation drills regularly. Clear sickness procedures contribute towards protecting children's good health. There are identified exclusion periods for children who are ill or have a contagious disease, which minimises the spread of infection. Children are also learning how to maintain a healthy lifestyle, for example, as they practise good hand-washing routines or as they learn to make healthy choices at snack time. Good outdoor opportunities also ensure they have regular fresh air and exercise, which also enhances their health and wellbeing. Staff have realistic expectations of children's behaviour. They act as good role models and have created a caring and considerate ethos within the group. As a result, children behave very well and demonstrate kindness and concern for one another.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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.