

First Stop Pre-School

Inspection report for early years provision

Unique reference number 251484
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Inspector Judy Dawson

Setting address C/o Trimley St Mary Primary School, High Road, Trimley St.
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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

First Stop Pre-School is managed by a voluntary management committee made up of parents of children at the pre-school. It opened in 1986 and operates from a timber building in the grounds of Trimley St Mary Primary School with its own wheelchair access. The pre-school opens five days a week during term time and sessions run from 09:00 to 11:30 and from 12:50 to 15:20. All children share access to a secure outdoor play area. The pre-school is registered to admit a maximum of 22 children at any one time. There are currently 47 children from three to four years on roll. Of these, 38 receive funding for early education. The setting supports a number of children who have learning difficulties and/or disabilities. The pre-school currently employs eight part-time staff. Of these, seven have early year's qualifications, including one with a degree in Early Childhood Studies. The pre-school receives support from a teacher from the local authority.

Overall effectiveness of the early years provision

Staff at the First Stop Pre-School have a good knowledge of each child's individual needs based on close liaison with parents and systematic assessments of children's progress. As a result, children are cared for well, make good progress from their starting points and enjoy learning from the relevant and interesting activities provided for them. Excellent support for individuals with social or medical needs, or learning difficulties make this an inclusive setting where all children thrive and develop well. Good links with the primary school ensure that children's transition to the next stage of their learning is seamless. Staff have a good understanding of their own developmental needs, having successfully addressed all the issues from their recent inspection.

What steps need to be taken to improve provision further?

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

- amend the planning to ensure that children always have access to a range of experiences and materials that generate independent learning and exploration
- ensure that adults allow time for children to think about and respond to questions

The leadership and management of the early years provision

All aspects of relating to children's safety are in place, ensuring that children are well protected. All staff are vetted and health and safety procedures are robust. Policies and procedures are regularly reviewed and are relevant to children's needs. Excellent systems for supporting children with specific needs, both formally and informally, ensure these children receive immediate help. For example, the special needs support member of staff helps children and mothers who were

finding it difficult to separate. Improvements to the systems for collecting children at the end of sessions and the information provided for parents have ensured that the recommendations of the previous inspection have been addressed.

Leaders are committed to developing and improving their practice and that of the staff. The recent appointment of an Early Childhood specialist has introduced staff to recent changes in Early Years provision and arrangements have been made to train all the staff. This is evidence of continuous improvement and indicates a good capacity to improve. There are very good links with Trimley St Mary Primary School and good links with other local schools.

The quality and standards of the early years provision

Children are provided with an interesting learning opportunities that are planned to ensure they make good progress across all areas of learning and development. Staff provide a wide range of activities, both inside and out. Children experience a range of topics that help them to learn about the world. Paints and mark-making tools are readily available and children have access to malleable materials and a wide range of commercial equipment. Parents are very clear that their children really enjoy their learning. All aspects of the curriculum are covered and staff endeavour to focus on children's needs and interests. However, most of the activities are planned and led by adults, limiting children's opportunities to generate their own ideas and pursue their own lines of enquiry.

Staff work together very well, generating a strong sense of teamwork and a united desire to do the best for the children in their care. All staff make sure that children use the equipment safely and place a strong emphasis on children's personal and social development. As a result, children who are very new rapidly settle into the environment and play happily alongside each other. Adults question children effectively, but, when they do not receive an immediate response, often ask again, predict the answer or abandon the question. This prevents the children from thinking about their response and misses opportunities to develop their language for communication and thinking.

The good systems for recording children's progress help adults to identify individual children's learning needs. This way, children who need additional support are catered for extremely well. The very good liaison and communication with the 'Big School' ensures that there is continuity of provision when children move into the Reception Classes. Records are also sent to the other schools where a few children transfer.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

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 the last inspection.

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.