

Leesfield Pre-School Group

Inspection report for early years provision

Unique reference number 508061
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Inspector Susan Elaine Heap / Carol Ann Dixon

Setting address Barn Fold, Lees, Oldham, Lancashire, OL4 5DN

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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).

Description of the setting

Leesfield Pre-school group is run by a committee and opened in its current premises in 1994. It operates from a purpose built youth centre in Lees, a residential area of Oldham. A maximum of 24 children may attend the group at any one time. The group is open each weekday from 09:30 until 15:00, term time only. The group operates from the ground floor of the building and there is a step to the entrance. All children share access to a secure outdoor area.

There are currently 25 children on roll. They are aged from two to under five years. Of these 17 children receive funding for nursery education. The setting offers support to children with learning difficulties and disabilities and children with English as an additional language. The setting liaises with the local schools. The pre school employs six staff. Five of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards Early Years Professional Status. The setting is registered on the Early Years Register.

Overall effectiveness of the early years provision

The staff team has a sound knowledge of each child's individual needs. The use of a key worker system for each child and their family ensures that children's welfare and safety is successfully promoted. Children enjoy a satisfactory range of activities both indoors, outdoors and in the local community which successfully promote their learning and development. Partnership with parents, local schools and other agencies contribute to ensuring the needs of children are met and that they receive additional support when needed. The staff team, through self evaluation, has identified and taken appropriate steps to revise and review their daily practices and policies. However, not all these systems are fully operational yet.

What steps need to be taken to improve provision further?

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

- improve recruitment and selection procedures by seeking personal references
- continue to improve the learning environment to give children more opportunities to initiate their own learning
- monitor and evaluate the range of experiences offered to children to ensure there is a balance of adult led and child led initiated activities
- continue to monitor and evaluate the systems for observation, assessment and planning of children's play to ensure children's individual needs continue to be met.

The leadership and management of the early years provision

Children are cared for by a stable, caring staff team, the majority of whom have appropriate early years and childcare qualifications. They show a positive commitment to attend training both in house and on short courses facilitated by the local authority. This contributes to staff developing their skills and knowledge in specific areas, such as safeguarding and the Early Years Foundation Stage. One member of staff is working towards gaining Early Years Professional Status. A sound key worker system helps staff build up relationships with children and their families and makes sure individual needs are met. Vetting procedures are completed but robust recruitment and selection procedures are not fully acted upon.

The setting has taken positive steps to act upon the recommendations raised at the last inspection. Other areas identified by themselves and acted upon already include the introduction of one to one meetings between the manager and individual staff members, and reviewing and updating the policies and procedures which safeguard children. The setting has close links with the early years team to help them in developing and improving the quality of the service provided.

The setting successfully works in partnership with parents and other agencies to meet children's individual welfare needs and liaison with the local schools helps children at times of transition. Discussions with parents demonstrate that they are given a wide range of information about their child's day and the setting. Parents speak positively of the setting and praise the staff group for the care and learning opportunities offered to their children and support offered to them as a family.

The quality and standards of the early years provision

The pre school day provides opportunities for children to participate in a broad range of activities which cover all six areas of learning and development. For example, photographic records show children making their own bird feeders; using chopsticks, tasting foods from other cultures, visiting the library for story sessions, talks from the lollipop person about road safety and the police who took their finger prints. All these are enjoyable and contribute to children developing their understanding of the wider world.

Children's health benefits from having access to fresh air and exercise daily. The staff team are starting to develop the outdoor area to make this more attractive and accessible to children through the introduction of a 'Windy day' and 'Explorer's' box. Children particularly enjoy the latter activity. They look through binoculars and take pictures with cameras; cook on the barbecue, look at picture books or complete jigsaws linked to the activity. They are developing good problem solving skills as they work together completing a computer game and can use the mouse well.

The majority of children enter confidently and readily make choices and decisions in their play. Those who are less confident or are new to the setting are sensitively supported by a member of staff or their key worker. They are beginning to manage their personal hygiene and understand their own needs well. For example, they wash their hands or use wet wipes before they visit the snack area when they are hungry or thirsty. They look at the visual menu to see what they are having to eat

today, such as crackers, toast or fresh fruit and post their name card in the post box when they have finished. Some areas of the learning environment give children opportunities to initiate their own learning, such as the creative or mark making areas. However, resources to support continuous provision are not available in all areas.

The staff team has designated areas of responsibility throughout the session which enables them to support children's play. However, sometimes not all staff are confident in challenging children to enable them to develop their play experiences and learning. This sometimes leads to more adult initiated play rather than child initiated which means that children's creativity and imagination are limited.

Weekly staff meetings are used to identify and develop the service. As a result, the staff team has embraced the changes of the introduction of the Early Years Foundation Stage and has started to implement new observation, planning and assessment systems in order to meet children's individual needs and plan for their next steps in learning. However, these are not fully operational due to the settling of new children at the beginning of term. Systems to monitor and evaluate the success of these changes have yet to be implemented.

Children are learning about safety and boundaries as staff give explanations during the course of the day. They know they can only go on the climbing frame when the sign says 'Open'. A good range of policies and procedures which are updated annually and a vigilant staff team ensure children's safety and welfare are safeguarded while in the setting.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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 the last inspection 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.