

Nelson Pre-School

Inspection report for early years provision

Unique reference number 254187
Inspection date 30/09/2008
Inspector Cheryl Thompson

Setting address c/o Nelson First School, Northumberland Street, Norwich,
Norfolk, NR2 4DR

Telephone number 01603 615355

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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

Nelson Pre-school opened in 1983. The pre-school is run by a committee and operates from three rooms in a converted school canteen in the grounds of the Nelson First School in Norwich. It is registered on the Early Years Register and operates independently from the school. It has satisfactory links with the school. A maximum of 40 children may attend the pre-school at any one time. The setting is open each weekday from 09:10 to 11:45 and 12:40 to 15:10 during school term times. The accommodation is suitable for children and adults with mobility difficulties and disabilities. Children have access to a secure enclosed outdoor play area. There are currently 72 children aged from two-and-a-half to under five on roll. They attend either a morning or afternoon session. Of these 40 receive funding for nursery education. Children come from the local area and the majority move on to attend Nelson First School. The setting currently supports a small number of children who speak English as an additional language. A small number of children need extra help with their learning and developing social skills. The pre-school employs seven members of staff to work with the children on a full or part-time basis. Six of the staff, including the supervisor, hold appropriate early years qualifications. Students and volunteers are welcomed in the setting to work with the children. An administrator and a cleaner are also employed.

Overall effectiveness of the early years provision

Nelson Pre-School provides satisfactory pre-school education and care for its children. Staff look after children well so that they quickly settle in and enjoy the range of activities on offer. Children make satisfactory progress in their learning. The capacity to improve further is satisfactory.

What steps need to be taken to improve provision further?

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

- make better use of assessment to plan learning experiences to help children make even better progress
- provide parents with more information so they can help to extend their child's learning and development

The leadership and management of the early years provision

All staff regard children's safety and welfare as high priorities. Policies and practice for child protection, for dealing with accidents and illness, and for checking the suitability of adults who work with the children meet current requirements. Daily checks of equipment, the building and outside area ensure they are safe for children to use. Regular fire drills make sure children are prepared should an emergency arise. Self-evaluation is developing and currently undertaken by the supervisor who does not have much time to complete detailed monitoring of what

the pre-school provides. Consequently, general areas for improvement are highlighted but specific areas such as helping staff to refine their assessment and planning for individuals are not. Parents like the setting and have many good things to say about it. They would like to be better informed about their children's progress and how they can support them at home. They are confident that their children are safe and that if any difficulties occur they will be told immediately. Links with the on-site primary school are adequate so that children have suitable opportunities to visit before they start in Reception. The pre-school has appropriate links with outside agencies, so that if the need arises they can request advice for providing for children who need extra help with learning.

The quality and standards of the early years provision

Children enjoy taking part in the wide range of activities on offer. They make satisfactory gains in their knowledge because staff use questioning to help them think and develop their vocabulary. Children's personal, social and emotional development, their communication skills and their knowledge and understanding of the world are wide ranging. Those who need extra help to succeed in their learning have appropriate individual plans to address their specific needs. Each child's 'key worker' makes observations whilst they are undertaking identified tasks. Currently, whilst a great deal of useful information is recorded, staff are still developing their skills in using this information to plan the best learning experiences for individuals in order that they can make progress at a good rate.

The curriculum includes a good balance between adult-led and child-initiated activities both indoors and out. In addition to the six required areas of learning staff take every opportunity to develop children's understanding of a healthy and safe lifestyle; for example, washing hands before eating and choosing 'healthy' food at snack time. Social skills are taught and reinforced at very friendly snack times when children eat and chat together. Children learn to work together when they help each other willingly at 'tidy-up time'.

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?	Good
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?	Good
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

16/12/2005 Standard 12. Concerns regarding supervision. Case closed. 17/04/2008 Notification received concerning outbreak of sickness and diarrhoea - Case closed with no further 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.