

Statham Little Foxes

Inspection report for early years provision

Unique reference number	315239
Inspection date	18/09/2008
Inspector	Sarah Drake

Setting address	Statham Community Primary School, Warrington Road, Lymm, Warrington, Cheshire, WA13 9BE
Telephone number	01925 759445 07779 468 407
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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

Statham Little Foxes Pre-School and Out Of School opened the current premises in 2000. It operates from a purpose built building in the grounds of Statham Community Primary School in Lymm, Warrington. The pre-school is open each weekday during term time. The morning sessions are from 08.55 until 11.25 and the afternoon sessions are from 12.30 until 15.00. There are currently 31 children on roll at the pre-school. This includes 21 children in receipt of nursery education funding. The setting currently supports a small number of children with additional needs.

The after school club is open each weekday during term time from 15.15 until 18.00. There are currently 41 children on roll. A holiday club operates full days when there is sufficient demand for this service. Seven staff work with the children. Five of the staff have early years qualifications. One member of staff is currently working towards a recognised early years qualification.

Overall effectiveness of the early years provision

Both the pre-school and the out-of-school provision meet the needs of children in the Early Years Foundation Stage. Staff show high levels of dedication and skill that ensure children feel valued as individuals within a safe, secure and inclusive environment. This means that they make good progress in their learning. Adults provide a wide range of activities that are well designed to engage children's interest and help them enjoy learning; although, they do not always use their observations of individual's achievements to best advantage when planning sessions. The setting works in excellent partnership with parents, other institutions and agencies to promote children's welfare and development. In most respects, the quality of leadership and management is good and means that the setting has good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- put systems in place in the pre-school to ensure that individual children's progress continues to be recorded in the absence of their key worker
- take account in the out-of-school club of individual children's stages of development and adapt activities to suit their needs.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain accurate records related to the safe recruitment of staff.

21/11/2008

The leadership and management of the early years provision

Good leadership and management ensure that the provision runs very smoothly and is regularly improved in the light of observation and discussion of practice. The recommendations of the previous report have been met. The recent creation of a sensory garden and the reorganisation of the home corner have both improved the learning environment for children. Clear policies and procedures result in a high quality daily practice that ensures children's safety and well-being; although, there is one omission in the recording requirements related to safeguarding. Staff have good access to training, the benefits of which are evident in their interactions with children, parents, each other and visitors.

The setting provides a very inclusive environment and is currently evaluating its provision more formally to target improvement even more effectively. Parents praise the setting highly and state that their children could not have a better preparation for school or better care. They greatly appreciate the recently introduced opportunities to discuss their children's progress and to experience how the six areas of learning are provided. They are also impressed by staff's focussed observation of children, which has led to identification and external support for individual's developmental difficulties, for example. Similarly, close working with the Reception year teacher ensures a seamless transfer for children into mainstream school.

The quality and standards of the early years provision

Careful planning of an exciting range of activities in both the pre-school and out of school ensures that children arrive eagerly at the start of sessions and remain well involved in everything on offer. Excellent relationships between all those involved in the setting create a well-ordered but relaxed atmosphere in which good quality learning can take place. Records of planning and photographic evidence confirm that all areas of learning are well promoted through play both inside and outside. In both settings, staff make notes of children's achievements and record their activities in individual books. In the pre-school, these are generally recorded against the early learning goals to track each individual's progress; although the system can lapse if a child's key worker is away for any length of time. In the out of school, staff do not yet use the observations to guide their planning so that activities are adapted according to children's individual needs.

The children's welfare is at the heart of everything that the setting provides. Staff fully understand that this is essential to children's learning, development and well-being. They are observant of any potentially unsafe activity and take time to explain the possible outcomes to children. Children adopt excellent habits to ensure hygiene. Even the youngest ones making pizza 'faces' understood about the need to wash their hands and store their products safely in the fridge. There are plenty of opportunities for children to choose; for example, the resources or the snacks they prefer are balanced with adult-led activities where staff skilfully engage children's interest. Further evidence shows that the setting provides much opportunity for children to increase their awareness of, for instance, seasons of the year and

festivals of other cultures. It is very successful in helping them to develop the skills and positive attitudes to learning necessary to support their future well-being.

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?	Outstanding
How well are children safeguarded?	Satisfactory

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?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 or 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.

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