

Phoenix Pre-School/Under 5's

Inspection report for early years provision

Unique reference number 321586
Inspection date 21/10/2008
Inspector Brenda Clarke

Setting address Park Grove Primary School, Dudley Street, The Groves,
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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

Phoenix Pre-school is accommodated in an annex within Park Grove Primary School. It has been registered since 1998 and is on the early years register. The provision serves the local area and takes children in the term following their third birthday. It is registered for 20 part time placements for children aged three to five years, and currently has 36 children on its register. The setting is popular and over subscribed, so that most children attend for up to a maximum of three out of five sessions per week. Most children transfer to Park Grove Primary school at the beginning of the Autumn and Spring terms when almost aged five. There are eight part time staff, working various sessions in the week, and a Pre-school manager who attends throughout.

The Pre-school is run by a committee of parents and is part of a partnership between the Salvation Army, the Kaleidoscope Day Nursery and Park Grove School. All staff are suitably qualified and most are currently undertaking additional training. The Pre-School welcomes and supports children with learning difficulties and English as an additional language, and ensures that all are fully included in the life of the setting.

Overall effectiveness of the early years provision

Phoenix Pre-school provides satisfactorily for its children in a settled, caring environment where relationships are strong and children are happy and enjoy their learning. Levels of safeguarding are high and safety procedures rigorously maintained. Inclusion of all children is a key strength because staff have a good knowledge of children's welfare requirements and ensure that these are met. Staff plan activities that closely match children's interests but do not always refer closely to the Early Years Foundation Stage (EYFS) guidelines when planning next stages of learning. Hence opportunities are sometimes missed to accelerate children's progress. Parents help on a rota but otherwise have limited opportunities to help with their children's learning at home. The manager is new to her role and has already made exciting changes to the provision but has yet to carefully evaluate and prioritise areas for development. This provides the school with a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure that planned activities have clear learning intentions and address the needs of all children
- further develop links with parents
- evaluate strengths of provision and prioritise key areas for development.

The leadership and management of the early years provision

Staff are friendly and welcoming and all work together as a cohesive team to ensure that sessions run smoothly. They work with a common sense of purpose and make learning fun. Staff support children very effectively in their activities and provide good opportunities to develop children's speaking skills. The overall organisation is good. Key workers take their responsibilities seriously and know the children well. There is a satisfactory mix of adult led and child initiated activities although these are not always planned on a daily basis. Resources for outdoor provision are good and provide a range of experiences, such as climbing, planting and robust play with wheeled vehicles. Links with the primary school are strengthening and plans are in place to begin some aspects earlier within the pre-school setting, for example, learning the sounds that letters make. Vetting procedures for all adults are robust and procedures for health and safety rigorously followed. Parents say they appreciate the good levels of care their children receive.

There are sound systems to assess children's interests and weekly planning meetings are used to share and plan for these. However, there are no records that show children's progress and coverage of the EYFS curriculum, or to indicate how well children have achieved over time. The manager has introduced attractive individual portfolios that show examples of children's work using photographs and child friendly descriptions. Children are justifiably proud of these. The manager acknowledges that the next step is to regularly transfer this work to a record that shows a child's achievement over time and to use this more closely to meet each child's learning needs. Satisfactory management ensures that the pre-school runs smoothly, but careful monitoring and evaluation of strengths and areas for development is not yet in place. This means that staff are not always used to best effect to manage focused learning activities or to provide a more favourable mix of adult led and independent learning for children. Staff are keen to develop their expertise and most are currently enhancing their qualifications. Comprehensive policies and procedures support children's welfare effectively.

The quality and standards of the early years provision

Children develop good personal and social skills. They enjoy pre-school, enter confidently and settle happily into the daily routines. Children behave well and listen carefully to others. They are learning to sit appropriately and most concentrate for good periods of time. Singing and story times are favourite activities and most children show rapt attention and sing with gusto. Children talk sociably with their friends and play fairly. Healthy lifestyles are promoted well. Children play safely and enjoy nutritious fruity snacks. Water is readily available throughout the session and children are given responsibility for personal care and cleanliness. Children are guided to discuss their work and this significantly enhances their speaking skills.

Those with learning difficulties and disabilities or those using English as an additional language are quickly identified and their needs met. This is because a skilled special needs coordinator plans and delivers effective activities that promote language and understanding. This enables children to make good progress and to be fully included in the life of the Pre-school. Most children make independent choices from the sound range of activities on offer. However, weekly planning

sheets do not routinely indicate the anticipated learning intentions so opportunities are missed to develop key skills as prescribed in the EYFS curriculum. This sometimes limits the progress that children make. Staff ensure that children develop pride by displaying work attractively and giving reward stickers for good deeds.

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?	Good
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?	Good

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?	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?	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

There have been 2 complaints made to Ofsted since the last inspection.

Ofsted received concerns relating to National Standard 1 (Suitable Person, National Standard 13 (Child Protection) and National Standard 14 (Documentation). An Ofsted inspector visited the provision on 16 July 2007. Actions were raised in relation to National Standard 13 (Child Protection) and National Standard 14 (Documentation). Information provided to Ofsted by the departing Chair of the committee indicate that the actions have not yet been satisfactorily addressed and raised further concerns relating to National Standard 1 (Suitable Person, National Standard 6 (Safety) and National Standard 14 (Documentation). These will be investigated in September 2008 when the setting re-opens. At the current time, the provider remains qualified for registration.

Ofsted received concerns relating to the Early Years Foundation Stage Welfare Requirements 'Safeguarding and promoting children's welfare' and 'Suitable person'. An Ofsted inspector visited the provision on 24 September 2008. An action was raised in relation to 'Safeguarding and promoting children's welfare' regarding visitor security procedures. This action was satisfactorily met by the registered provider. At the time that this investigation was concluded, Ofsted were satisfied that the provider remained qualified for 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.