

Thorner Pre-School & Toddler Group

Inspection report for early years provision

Unique reference number EY372694
Inspection date 15/10/2008
Inspector Keith Bardon

Setting address Thorner C of E Primary School, Kirkhills, Thorner, Leeds,
LS14 3JD
Telephone number 01132 892 541
Email
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Thorner Pre-School and Toddler Group operates on the site of Thorner Church of England Primary School. The pre-school is registered to care for 25 children aged between two and five years and currently has 36 children on roll. The pre-school is open between 09.00 and 15.15 each day during term time. There are five staff working with the children, three of whom hold an appropriate childcare qualification. The Pre-School has been registered for eight years and has recently relocated to the primary school site.

Overall effectiveness of the early years provision

Careful and thoughtful planning provides all children with a wide range of interesting and stimulating activities which they thoroughly enjoy. As a result they learn well and make good progress in acquiring personal and communication skills, gaining knowledge of the world around them. The strong partnership between pre-school and parents aids children's sense of well being and security. However, the effect of the provision on children's learning and the information gained from observations of children's learning to gain a fuller picture of their progress is not as effective as it should be. Links with the school in which the pre-school is now sited are developing. Well considered plans are in place to develop the provision further and to ensure that the future needs of the children are fully met.

What steps need to be taken to improve provision further?

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

- make systematic evaluations of the effects of provision on children's learning
- use the detailed information gained through assessment to obtain a fuller picture of the progress children are making

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

- check that visitors who provide transport for out of school visits have the required driving qualifications and insurance

15/10/2008

The leadership and management of the early years provision

Although the Pre-school group is still to some extent still settling into its new setting continuity has been provided for the children and managers are working hard to take full advantage of the changes. In particular the opportunity to work closer with the school and the out of school club are being utilised well and a strong partnership is emerging. Parents have been kept well informed and are generally very positive about the move and about the provision made for their

children. They feel they have a good relationship with staff although not all are sure who their child's key worker is.

Systems for safeguarding children are securely in place. Procedures for registering children at the start of each session and upon collection by parents/carers are well established and work effectively. Since moving to the school, managers have carried out detailed risk assessments on facilities and equipment. Whilst most risk assessments are very thorough, the qualifications and insurance of a volunteer who recently provided some of the transport for an off site visit were not checked adequately.

Leaders and managers show a strong commitment to continual improvement and have a clear vision for the future. Action plans are detailed and provide a solid platform for further development. However, these are often based on perceptions rather than a systematic evaluation of how provision is influencing children's learning and development. The managers' evaluation of how well the setting is performing lacks rigour.

Staff are encouraged to take regular training. They attend a range of courses which ensure that their knowledge and skills are up to date and continually increasing. Managers make full use of the good links they have with the local authority, seeking help and guidance when they need it and utilising the expertise available, for example, when looking for funding for development projects.

The quality and standards of the early years provision

Attractive displays of children's work adorn the walls. These demonstrate clearly to children how much their efforts are valued by staff and demonstrate to parents what their children have been able to achieve. Some of work on display was started at home, reinforcing the good links that exist between staff and parents.

Staff interact with the children constantly, joining in their games and play to enhance their experiences and further develop their communication and language skills. Children's welfare and personal development is promoted well. Carefully considered activities such as discussions about the different expressions on the faces of glove puppets help children to discuss feelings in constructive and positive ways. Focus activities, for example, examining objects that float or sink, encourage children to look carefully at things around them and to try to make sense of them. Activities are organised well so that children can move freely from one to another to follow their interests. Staff monitor this movement carefully and support different activities as the children engage in them. As a result, children feel free to make their own choices, which adds much to their enjoyment of learning.

Relationships between children and adults are excellent and the warm and friendly atmosphere does much for children's sense of security. They join in activities with confidence and enjoyment. Classroom routines are well established. Children recognise, for example, when it is necessary to wash hands or wear an apron and often help each other.

Work to provide the pre-school with all the facilities it needs is on-going and at present children have fewer opportunities to learn outdoors than they do inside. Good use is made of the school's EYFS outdoor area when it is available but the facilities are a little way from classroom making free flow from indoor to out very difficult. Pre-school staff have a clear understanding of what they will be able to provide which sits well with the learning requirements for EYFS children.

Staff keep thorough and detailed records of children's responses. Strategies for extracting key information from these records, so that the progress of individual children can be easily seen and built upon, are under-developed. Managers who have started to give thought to what is needed have recognised this.

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?	Good
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?	Satisfactory
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 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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