

Glascote Heath Pre School

Inspection report for early years provision

Unique reference number EY333908
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Inspector Sue Boyle

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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

Glascote Heath Pre-School is run by a committee. It opened in 2006 and is located in Tamworth, Staffordshire and is on the Early Years Register. The nursery operates from a mobile classroom unit. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each week day from 09:00 to 15:00 for 36 weeks of the year. Children are able to attend morning and afternoon sessions including the lunch club. All children share access to a secure enclosed outdoor play area.

There are currently 47 children from two years to under five years on roll. Of these, 24 children receive funding for early education. Children come from the local and surrounding areas. The pre-school currently supports children with learning difficulties and/or disabilities.

The pre-school employs seven members of staff, six of whom hold appropriate early years qualifications. The pre-school is a member of the Pre-School Learning Alliance. The setting receives support from the local authority early years unit. There is disabled access.

Overall effectiveness of the early years provision

Glascote Heath pre school is an extremely safe setting in which children thrive. Staff want the very best for children and relationships are very good. The pre-school knows what it needs to do to improve and staff work well together to bring this about. Children make good progress, enjoy their learning, and feel secure because they are treated fairly and equally.

What steps need to be taken to improve provision further?

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

- continue the good work with parents by encouraging them to provide healthy lunches to support children in making healthy choices about what they eat
- provide effective adult support for play based learning by maximising opportunities to extend learning, and by giving children time to reflect on what it is they have learnt
- support children's communication language and literacy

The leadership and management of the early years provision

A strength of the leadership and management is the way in which adults work together to help children to make good progress in their learning and development and promote their welfare.

The leadership and management has focused on the implementation of the new

welfare and learning requirements for children of this age group. As part of this focus the manager has audited the provision and this has given her a very clear picture of what the setting does well and what it needs to do to improve. This is now beginning to be used to drive improvements. The recommendations from the previous inspection have been fully met.

The setting is very secure, staff are very security conscious and the safeguarding of children is a main priority. All staff are very well trained in safety matters and in some cases have had very relevant experience. This puts them in an extremely strong position to ensure children's safety and well-being.

Since the previous inspection the pre-school has worked much more closely with parents and this has enabled staff to meet the particular needs and interests of the children effectively. Parents are extremely positive about the pre-school and feel that their children make good progress and learn interesting things, as one parent said, "He came home saying 'bonjour' and there is nowhere else he could have learnt that!". Links with other settings that children attend are being developed well. Information is shared and plans are in place for children to visit one of the other settings.

The quality and standards of the early years provision

Staff have a good knowledge of the learning and development requirements for this age group, and have established very good relationships with children. Key workers provide a very warm and caring environment in which children feel very safe, well supported and ready to learn. As a result of this children make good progress in their learning. Provision is made for children who are vulnerable, including those who have learning difficulties and/or disabilities, and this is effective. Staff keep thorough records of what children can do, and this information is increasingly being used to effectively plan the next steps for children's learning. A good range of learning activities is provided both inside and outside, and the pre-school makes good use of the school grounds and of outings to give children experiences that it is not able to offer, such as being able to lie on grass or walk among trees.

Children are given good encouragement to be independent and equipment is stored so that they can help themselves. They know the routines of the pre-school and willingly help at tidy up time, so that with a friend, a child enthusiastically but carefully rolls up the road mat before putting it away. Children enjoy learning, and a very strong feature of the provision is the way in which learning is based on what the children want to learn or find out about. For example, although the planned topic was 'Ourselves', when the children found a spider and were fascinated by it, staff adapted the activity so that children could draw, make models and talk about spiders and then compare spiders with themselves. Children have fun counting each other and sometimes match number and quantity correctly.

Staff use the rules of the setting well to remind children about good safe behaviour, and as a consequence children are clear about how they should

behave. One girl was about to use the climbing frame but she stopped herself saying "oh no, I can't because I am in a princess dress" understanding in this that it was against the rules because it was dangerous to use the equipment wearing a long dress. Children know that exercise is good for them, and the importance of hand washing. The pre-school is very committed to healthy eating and all the snacks and food that the children prepare is based on this. However, children's lunch boxes do not contain much in the way of the healthy fruit and vegetables. Support for learning is good. However, sometimes, in group situations when children are explaining how they feel staff do not always help them sufficiently to expand their answers and use complex sentences. When children are playing outside staff do not always give them time to think about what it is they have learnt, and sometimes staff do not explore fully the learning potential of these activities.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 no complaints made to Ofsted since 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.