

Stanhill Pre-School Before & After School Care

Inspection report for early years provision

Unique reference number	EY368187
Inspection date	29/01/2009
Inspector	Debra, Elizabeth Mitcheson
Setting address	All Saints Church, Aspen Lane, Oswaldtwistle, ACCRINGTON, Lancashire, BB5 4QA
Telephone number	07962016378
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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

Stanhill Pre-School Before & After School Care was registered in Feb 2009 and is privately owned. This setting operates from a church building in Oswaldtwistle, Lancashire. It has sole use of the church hall, reception area, kitchen, toilets, small room with the main hall and office. There is a large outdoor play area at the entrance and rear of the building. Access to the setting is via a ramp and toilet facilities are accessible to the disabled. The setting is registered on the Early Years Register, compulsory part of the Childcare Register, voluntary part of the Childcare Register and provides full day care. This includes an out of school service and pre-school sessions, term time only. The setting operates Monday to Friday 07.30 - 18.00.

The setting is registered for 32 children under 8 years; of these, not more than 26 may be in the early years age group at any one time. It is in receipt of nursery education funding and there are currently 48 pre-school children and 52 Out of School children on roll. They attend for a variety of sessions depending on requirements, and the setting supports children with learning difficulties and disabilities, and children who have English as an additional language. There are four full time staff and two part time staff all with the recognised qualifications and or appropriate experience in childcare. The setting is also in support of the Local Teaching Team.

Overall effectiveness of the early years provision

Overall the quality of this provision is good. Every child is enjoying themselves at this setting. They are recognised and valued as an individual and receive a warm welcome from staff, as do all service users. Staff actively promote all aspects of the children's welfare through the daily routine and their developing partnership with parents and other relevant agencies ensures that no individual child is disadvantaged and enables them to develop to their full potential. Close liaison with the local authority Teacher Team and introducing systems for self evaluation identify with the provision's key strengths and assist staff in effectively targeting areas of identified improvement.

What steps need to be taken to improve provision further?

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

- assess the setting's 'home diary scheme', in relation to parental and other agencies' involvement in children's learning and development.

The leadership and management of the early years provision

The registered provider has a clear vision for this setting which is described in the comprehensive policy document. These are shared and valued by the staff team

who implement them into practice with great enthusiasm, thereby providing an environment that promotes the children's welfare and a programme of inclusive care and education. Staff are deployed effectively in meeting the individual needs of the children and are dedicated in their roles. They utilise their qualifications and experiences from a variety of backgrounds to complement the setting's multi-disciplinary team. Their commitment to developing practice is a strong aspect of this setting. For example, the Registered Provider is undertaking a Level 4 qualification in Childcare and Education and staff continue to attend a variety of training courses to update their knowledge and understanding of the Early Years Foundation Stage (EYFS), food handling, safeguarding and first aid.

Children's care and learning are promoted and maintained through developing positive working relationships with parents and other agencies involved their welfare. An abundance of wonderful displays in the hall and playroom enables parents to visualise their children's experiences at the group. These include children's art work, photographs of activities, weekly plans and posters including a variety of different languages. 'Home diaries' have recently been introduced to further develop home links and connections with other carers. However, these lack detail and clarity for the user in relation to their purpose and how staff and carers can use these effectively in relation to monitoring the child's progress in line with the early learning goals.

Records required for the safe and efficient management of the EYFS are in place and ensure that the needs of all children are met and maintained to a good standard. These include a robust recruitment and vetting procedure which maintains the suitability of staff. Welfare of children is further safeguarded as staff have a good understanding of child protection procedures and their detailed risk assessments ensure appropriate actions are taken to manage or eliminate risks to children. Improvements continue to be made in relation to recommendations raised by the teacher training team and self evaluation has resulted in seeking funding to: develop the current outdoor play area; address the noise levels accentuated by the high ceilings of the building; manage appropriate food content of packed lunches; and develop systems to continue to access the setting's performance against the EYFS, ultimately for the benefit of the children.

The quality and standards of the early years provision

Initial discussion with parents and observations of their children are key to monitoring the children's development. Children are making good progress across all areas of their learning and development. This is a result of planned, purposeful play, both indoors and outdoors with the focus heavily on the contribution of the individual child. This results in children being active learners. For example, they talk excitedly about the arrival of a new puppy at home and their peers become engaged in the conversation showing a natural curiosity on the subject. Staff respond well to this spontaneous event and incorporate a project on pets in the planned activities.

All staff have a good knowledge and understanding of the learning and development requirements and are confident in ensuring that children have an

opportunity to achieve their potential. The creative organisation of continuous provision indoors and outdoors enables the children to make independent choices and effectively supports them as they progress in their play and learning. Their health and well-being is promoted at all times as they are encouraged to manage their own personal needs, where possible. This includes washing hands, wiping their nose and covering their mouths when coughing to prevent the spread of germs. Children are encouraged to learn to look after themselves. They discuss the 'golden rules of behaviour' at circle time, remind each other of the safety rules when using the outdoor trampoline and follow the safety procedures on the school run. They have access to a very good selection of equipment and activities that encourages them to gain confidence. They negotiate space well as they display a growing confidence in skipping, jumping, balancing on one leg and great skills of balance on the trampoline. Finer manipulative skills are practised as they write their name with mark-making tools after completing their current 'works of art'.

Children, staff and parents are encouraged to contribute their suggestions for planning activities. This has led to circle time being carried out in key worker groups and used as an opportunity to develop personal and social skills. Each individual is greeted by name and encouraged to share their thoughts and feelings. They are confident and outgoing and show great curiosity in the activities that await them each day. They respond well to the staff's questioning during a baking activity. This prompts a discussion in analysing what has occurred in the baking process. As a result, children learn to work well as a team and find solutions to their problems whilst others relax in the book corner where they thoroughly enjoy and listen attentively to a story from a good range of books. Children's economic well-being is promoted at every opportunity and most of them are able to follow simple computer programmes and show an interest in their local community, for example, charitable events and the wider world as they discuss the Chinese New Year celebrations.

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?	2

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 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.

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.