

Stanion Pre-School and Out of School Club

Inspection report for early years provision

Unique reference number	EY355723
Inspection date	20/01/2009
Inspector	Susan Marriott

Setting address	Stanion C of E Primary School, Cardigan Road, Stanion, KETTERING, Northamptonshire, NN14 1BY
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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

Stanion Pre-School opened in 1972 and moved to its current premises in 2007. It is managed by an elected committee of parents. The out of school club has now closed. The setting operates from a purpose-built mobile building in the grounds of Stanion Church of England Primary School, near Corby, in Northamptonshire. The mobile unit is accessed from a wide pathway leading from the main school entrance. There are no steps and doorways can accommodate wheelchairs. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

A maximum of 22 children in the early years age group may attend the pre-school at any one time. There are currently 30 children aged from two to under five years on roll. The pre-school operates each weekday during school term times from 09.15 to 11.45 and children have access to an enclosed outdoor play area. Some children who attend have learning difficulties and/or disabilities or have English as an additional language. The pre-school employs a qualified manager and three qualified assistants. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Children thrive in this genuinely inclusive setting where staff demonstrate a real commitment to meeting the needs of all children, clearly recognising their uniqueness and individuality. Stanion Pre-School provides exemplary support for children's learning and development, ensuring that children make extremely good progress, given their ages and starting points. Almost all aspects of children's care and welfare are met very well by the provision. The setting is continually striving to offer the very best possible care and education to the children and has already identified the development of quality monitoring as an area for further improvement.

What steps need to be taken to improve provision further?

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

- improve the system to verify the identity of any visitors, record their names and the purpose of their visit, and details of arrival and departure times
- develop a quality improvement process as the basis for continuous self-evaluation to identify strengths and take appropriate action to address weaknesses.

The leadership and management of the early years provision

Children's care, learning and welfare are substantially enhanced by the highly effective way in which the setting is led and managed. Security measures are

generally good and mostly ensure the safety of children and staff. Visitors are usually asked to produce identification and sign the visitor record, but there are occasional lapses in this practice and the reason for the visit is not recorded in the visitor record. Thoroughly detailed risk assessments are carried out visually on a daily basis and written assessments are periodically completed for every area of the setting and for every type of outing. Extremely effective links with the parents and carers, together with other professionals involved in the care and education of the children, enables the pre-school to tailor activities to the individual needs of children in their care. All required documentation is readily accessible and effectively underpins the safe and efficient management of the provision. Current safeguarding requirements are fully met. The setting is fully inclusive and meets the needs of all children, including those who have English as an additional language and those who have learning difficulties and/or disabilities.

The manager has clear vision for leading the nursery forward and receives genuine support from her loyal staff team. Continuing staff development is vitally important in this vibrant setting and the resultant enhancement of staff skills and knowledge contributes substantially towards the rapid progress the children make. Staff demonstrate an exceptionally high level of knowledge and understanding of the Early Years Foundation Stage, thereby securing excellent learning and development outcomes for children. The manager and her deputy have worked hard to conscientiously identify areas for improvement. Their resolute determination to drive improvement through development plans contributes significantly to the quality of care and education. For example, they are always looking for new ways to increase the involvement of parents in the daily activities and have identified the allotment project as a way of involving parents in extending the learning opportunities for their children. Consequently, the setting has begun to develop reflective practice to monitor the quality of provision for children, demonstrating the setting's good capacity for continuous improvement.

The quality and standards of the early years provision

Children enjoy impressive levels of support from the staff in relation to their care and learning. The education programme is superbly organised with planning completed weekly to ensure that activities are specifically tailored to the interests, needs and abilities of the children in attendance. A weekly focus group of children are observed closely by staff and the evidence gathered is used, together with staff evaluations of general learning, to plan the following week's activities. These cover all aspects of the early learning goals, ensuring children enjoy an extensive range of activities, designed to inspire and motivate each child's desire to investigate, explore and learn through play.

Regularly documented observations are maintained on all children and profiles are sent home for parents to read. Parental observations of their child's learning at home are very much valued by staff. Contributions through the 'Parents' views' sheets in their child's profile strengthens partnership working between home and pre-school. Children's views are actively sought at appropriate times. For example, children are asked to make their mark to express their preference for green or purple soft pore surfacing to be installed in the garden area. Children are

encouraged to become critical thinkers through their regular discussions about the activities with caring, skilled staff. Displays of children's work all around the room are accompanied by photos and explanations of what children are learning from the activity for parents information. For example, a photograph in the science area shows the children trying to catch rain drops falling from the deck roof. They used their hands and then thought about how they could do this better, looking around and finding different types of containers that would hold the rain water.

The learning environment is organised in an exemplary way that helps children progress rapidly toward the early learning goals. The internal space is divided into small alcoves and bays dedicated to specific activities and this helps children to focus on their chosen activity with increasing concentration. For example, the new interactive whiteboard is extremely popular with children who are keen to explore the 'Mouse Draw' programme. A member of staff is appropriately deployed to support the children's exploration of the new equipment and ensure fair play and turn-taking. A large, wooden, covered decking area, open to the garden on one side provides the opportunity for children to enjoy free-flow outdoor play in the fresh air and features a builder's workshop role play area in response to observed behaviours of some children from the previous week.

Resources throughout the provision are easily accessible and actively promote children's development of concentration, independence and choice. For example, children are totally focused and make models of robots at the craft area, making decisions about their creations and helping themselves to glue, recycled materials and collage items. They refer to staff only for help with the sticky tape or to discuss the next step of the project. Staff do not provide an easy answer but gently ask open questions to encourage the children to think for themselves and to find solutions to difficulties encountered. Staff maintain lively levels of interaction with children of all ages and effectively meet their daily care needs with dedication. They make inspired use of pictorial signage to guide children's use of the snack area, toilet and hygiene routines and to support their developing communication skills.

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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
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
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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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.