

Ridgeway Under Fives Pre-School

Inspection report for early years provision

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| Unique reference number | EY225752 |
| Inspection date | 30/03/2009 |
| Inspector | Geneen Yvonne Hulse-Brown |
| Setting address | Main Road, Ridgeway, Sheffield, South Yorkshire, S12 3XR |
| Telephone number | 0114 2470622 2485178 |
| 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).

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

Ridgeway Under Fives Pre-school has been registered for over 40 years and moved to the present setting in 2001. It operates from the main room of the village sports and social centre in Ridgeway, Derbyshire. It is a committee run provision serving the local community.

The pre-school has use of a large playroom, with access to kitchen and toilet facilities. There is outdoor play space available to the children. Access to the premises is via a small step at the front of building and ramp to the rear. A maximum of 26 children aged two to five years may attend the group at any one time. There are presently 30 children attending in the early years age group. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school opens Monday to Friday, 09.30 to 12.30, term time only. Children attend for a variety of sessions and receive funding for early education for three and four year olds.

A team of nine staff are employed to work with the children, five of which hold recognised childcare qualifications; one is currently undertaking training and three are unqualified. The setting receives support from the local authority and the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children confidently make independent choices and decisions in a stimulating and challenging environment. Experienced and dedicated staff plan and provide a broad range of experiences tailored to children's individual needs. Established systems are in place to ensure that parents, carers and other childcare providers work effectively in partnership to meet the needs of all children. Effective promotion of children's safety and well-being and high levels of support from staff, allows children space to manage their time and consolidate their understanding of keeping themselves safe. The staff team are strongly committed to continuous improvement through training and space for shared reflection.

What steps need to be taken to improve provision further?

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

- consider providing additional opportunities for children to independently access resources to further explore their natural creativity
- continue to provide parents with regular opportunities to add to children's records.

The leadership and management of the early years provision

The well-organised management team successfully support staff to meet all children's needs, and motivates them to develop good quality practice. The well-established staff team work co-operatively together, ensuring continuity of approach, forging trusting relationships with users. Good staff awareness of the Early Years Foundation Stage (EYFS) framework enables them to complete accurate observations and plan stimulating activities, personalised to individual children. There is a high commitment to self-evaluation, as staff monitor practice and evaluate activities on a regular basis. Staff meetings and discussion times provide many opportunities to reflect on practice and implement changes. Child initiated activities are planned weekly and staff follow children's ideas and suggestions as they arise.

Well-established relationships with parents and carers ensure consistent and effective sharing of children's progress and achievements. Parents are very happy with the setting and value opportunities to discuss their children's development with staff. The pre-school has identified the importance of further developing communication systems for parents to add to their children's records. They are implementing stay and play sheets to inform assessments, however, systems are in their infancy and it is not clear how they will inform future planning. Successful systems are established to ensure children's transition to school is well organised. Very good links with other providers ensure continuity of learning and care, as they share planning and discuss children's progress regularly.

Robust systems are in place for recruitment and selection, supported by appraisals and daily opportunities to discuss and evaluate the service provided. Pre-school staff demonstrate a high commitment to training and development, accessing all opportunities offered. Pictorial prompts around the setting help children understand routines and processes, such as, when using the bathroom and serving their own snack.

Experienced staff display a strong understanding of their roles and responsibilities in safeguarding children. Consistent implementation of a comprehensive range of policies and procedures successfully promote children's welfare. All policies are reviewed annually as part of a planned rolling programme. Effective deployment of staff throughout the setting ensures children are well supervised as they actively manage their own safety. Extensive risk assessments are completed and reviewed regularly. Pre-school policies are freely available to parents throughout sessions, with additional shortened information contained in their handbook.

The quality and standards of the early years provision

Children enthusiastically enjoy a broad range of stimulating experiences in a challenging environment, making good progress towards the early learning goals in all areas of learning. They plan their own time, as they are motivated to make active choices of what to do. Children move freely around the setting both indoors and outside as they develop their confidence and independent skills. Outdoor

activities provide the children with many opportunities to enjoy fresh air as they learn how to keep healthy. Imaginative planning successfully extends indoor activities, including role-play, mark making and water play, alongside bicycles and larger apparatus. Staff's good understanding of the EYFS enables them to plan a broad selection of well-planned activities that effectively promote children's learning and development. Observation, planning and assessment systems clearly chart children's progress and identify their next steps. Staff consider children's ideas when planning to include their ideas and interests.

Children use early problem solving skills using mathematical language, as they count the number of bottles as they sing 'Five green bottles', noting how many are left as one is taken away. They explore patterns as they paint and build using different coloured bricks. Children competently count the days of the week and months of the year at group time, recognising numerals as they take turns to add the date. They concentrate well as they complete simple and more complex jigsaws, working cooperatively together. Mark making materials are freely available for children to write names on their pictures and for use in the role-play area to make lists. They listen intently to stories, extending their vocabulary, as they talk about the fruits in 'Handa's basket' and take turns to feel, smell and taste different fruit. Children of all ages excitedly explore a variety of mark making materials including paint, pencils and crayons. Older children skilfully spell out their names, whilst younger ones look for the first letter as they choose name cards to self-register.

Children's physical development and understanding of their environment is promoted as they investigate indoors and outdoors with increasing motivation. They make choices of where to play moving between the indoor and outdoor areas freely. Children enjoy walks to the village and explore climbing equipment in the park. They recall planting bulbs and seeing a 'wiggly worm that went back into the ground,' as they were digging.

High levels of consistent praise and encouragement from staff ensures that children develop positive self-esteem. They are respected and valued, and in turn, learn to manage their own behaviour, take turns and share. Children are very confident as they approach visitors to the setting, including them in their play, as they talk about cutting shapes in dough and having 'heart shaped' sandwiches for lunch. Children are actively encouraged to manage their own behaviour, as they take turns, share and follow good adult role models. They are curious as they approach visitors with increasing confidence, questioning what they are doing and why they are there.

Well-planned craft activities provide children with many opportunities to explore their natural creativity. However, access to creative resources and craft materials can at times, limit children from independently exploring their natural creativity. Children show good imagination as they role-play being brides and police officers following agreed storylines, planning together who will take which role. They enthusiastically explore textures as they play with sand, play dough and create collage pictures. Children chatter excitedly as they compare the feel of a pineapple with avocado at group time and then discuss the taste as they try the fruit. Very good photographic evidence on display and in children's records clearly shows their

progress and achievements.

Children's health and well-being are promoted successfully as staff talk to children about healthy eating at snack and group time. Healthy eating topics introduce children to what foods are good for them and how they help us grow. Children learn how to keep themselves safe as staff sensitively remind them to take care when climbing and not to run indoors.

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

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| 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

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| 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

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| 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

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| 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

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.