

Firestation Pre-School (Malton and Norton)

Inspection report for early years provision

Unique reference number	400255
Inspection date	18/05/2009
Inspector	Christine Tipple
Setting address	Sheepfoot Hill, Castlegate, Malton, North Yorkshire, YO17 7EA
Telephone number	01653 694768
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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 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

Firestation Pre-School has been registered since 1962. It operates from a converted building in rooms that are self-contained and it is situated centrally between Malton and Norton. There is an enclosed outside play area. The group is managed by a voluntary Trustee Committee. The pre-school is open Monday, Tuesday and Thursday from 9.00 to 11.30 and from 12.15 to 14.45, on Wednesday 9.00 to 11.30 only and Friday from 9.00 to 12.55 all sessions are operated term time only. Children attend for a variety of sessions and the pre-school serves the local community and surrounding area.

The pre-school is registered on the Early Years Register. A maximum of 26 children aged from two years old to under five years old may attend at any one time. There are currently 72 children on roll and all are in the early years age range. The pre-school is in receipt of funding for the provision of free early education to children aged three years old and four years old. The pre-school supports children with English as an additional language and children with physical and learning disabilities.

There are six staff working with the children, of whom all have a childcare qualification and three staff are currently extending their qualifications. The group is a member of the Pre-School Learning Alliance and the local cluster group of early years providers.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are highly valued and respected and their individual needs fully supported in an inclusive environment by a caring and knowledgeable staff team. Children are happy and secure which enables them to make good progress and develop their independence well. Staff work effectively overall to provide a variety of learning experiences and promote children's self assurance through recognising their individual interests and needs. The staff and the trustees work together to monitor and evaluate the care and learning provided. This provides a robust assessment, which is clear in identifying areas to improve and to develop the quality of the pre-school.

What steps need to be taken to improve provision further?

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

- extend the opportunities for parents to share and contribute to their children's learning and development.

The leadership and management of the early years provision

Parents and the staff establish good relationships. There is a key person system in place, which enables parents to have regular contact with staff to discuss their child's day and to provide information on their progress. The excellent range of relevant information and detailed documentation, policies and procedures, ensures parents are kept informed on the health, safety and welfare of their children whilst attending pre-school. These are regularly reviewed and updated to ensure they reflect the pre-school's practice. The newsletters and notice boards further enhance the information of what is provided and future plans. Staff have taken the time to ensure the welcome pack and other relevant information is translated to reflect the various languages spoken by children and their parents who attend. This lessens the barriers for parents, which enables them to be informed and to share with the staff their children's needs.

The parents complete an 'all about me' leaflet for their children when they start, which provides staff with the children's individual needs and interests, which guides staff's initial observations. However, the ongoing opportunities for parents to contribute to their children's learning and development is not fully implemented, to ensure they continue to share in this process. Parents stated that they were very positive about what is provided for their children and how much they enjoyed their time at pre-school, children spoke positively about all the activities they do. Some parents commented on the improvement they had seen in their child's behaviour through the caring support provided by the staff.

Links with other agencies in the community are very good and the pre-school is a member of the local early years cluster group. This enables staff with parents to seek additional help and guidance for their children. Staff have established good links with the local schools to provide a shared approach in the support of children moving onto school. The staff and trustee committee have taken positive steps to evaluate the care and learning provided, to identify the areas to improve and further develop and build on, such as additional funding for the outside area. Staff receive good support to attend training and to extend their qualifications. The recruitment and selection procedures are effective and ensure staff are suitable to care for children. Staff have updated their documentation, policies and procedures and training in relation to safeguarding children, to ensure these reflect current practices and fully promote children's safety and protection.

The quality and standards of the early years provision

Children come into the pre-school keen to access the wide range of activities and resources provided for them. All children are highly valued and respected and their individual needs fully supported in an inclusive environment. The stable relationships the children have formed with staff and each other is a key strength. Children develop their skills through the good use and organisation of space and easy access to the well balanced range of resources. The staff encourage children to initiate their play through their interests and this works well with a balance of child-led and adult-led learning. The positive relationships formed enables the

children to respond to the routines, which promotes their independence across all aspects of their development in a secure environment. Staff promote an informed understanding of the Early Years Foundation Stage, which supports children to effectively progress in all areas of their learning. Staff assess children within the first six weeks of attending pre-school and this links to information provided by parents. This offers staff a detailed insight to individual children's starting points, which they take forward to support children's ongoing learning and development. The range of both spontaneous and more in depth observations and assessments by each child's key person provides comprehensive details of what they can do. This provides staff with a good understanding of how individual children's next steps are planned for across all areas of learning to ensure progress continues.

Children's behaviour is managed sensitively by the staff who encourage and develop children's skills to share and take turns. This is successful in building trust, to support and enhance children's confidence and self esteem. Children have very good support and opportunities to develop speaking and listening skills. The range of words and letters displayed, the use of self registration enables all children to gain confidence in recognising their names. The staff work very well with the speech and language team to support children and parents to provide consistency in approach. The use of story sacks, props and puppets, supports the children in their enjoyment of stories and to be actively involved and contributes to story telling. Staff engage positively with the children to enable them to have time to respond and to express themselves confidently. The pre-school have an excellent approach to ensure children with English as an additional language are fully supported and included in all areas of the play and learning experiences provided. This is a key strength of the pre-school who are actively engaged with all families in their community in providing a commitment to an inclusive service.

Children have a variety of tools to mark-make with, which is extended to the outside to enable all children to be involved. There are positive opportunities for the children to grow and nurture plants, such as tomatoes and strawberries. Children enjoy being outside and staff are effective in encouraging physical play and the importance of being healthy. Children enjoy using the computer and the games which promotes language and number skills. The action songs and interaction with staff enables children to be confident to count and use numbers and problem solve, to become familiar with matching and sequencing and to link numbers to different objects.

The range of creative resources provides the children with a good selection of materials and mediums for them to experiment with. Model making and using construction materials enables children to extend their ideas and the staff discuss what they are doing to promote this further. Children enjoy role play and participate in the various dressing up resources which promotes a variety of experiences. The home corner is changed to link into children's interests, such as being a vets, shop and a jungle, this promotes and enhances children's imaginary skills and ideas very well. The display of the children's work is a true reflection of their achievements and effectively promotes how staff value their contributions. Children enjoy their snack time and there is a good selection of healthy foods provided and children are confident to serve themselves. Keeping safe is threaded through all areas of the pre-school and children are encouraged to be safe in what

they do. The emergency services have been regular visitors to the pre-school, enabling children to see inside an ambulance and to see the fire engine and what it does. Children take an active part in the evacuation procedure, this is discussed with the children, so they are informed of why they are taking part. Staff respond to children in a caring and skilled way to enable them to take part in what is provided. They are aware some children find this more difficult and they have taken positive steps to provide the additional support and training required to meet a child's ongoing needs.

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?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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