

Ushaw Moor Pre-School

Inspection report for early years provision

Unique reference number EY365509
Inspection date 12/03/2009
Inspector Tara Street

Setting address Silver Tree Primary School, Durham Road, Ushaw Moor,
Durham, DH7 7LF

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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

Ushaw Moor Pre-School is managed by a voluntary committee. It has been registered at its new premises since 2007 and operates from within Silver Tree Primary School in the Ushaw Moor area of County Durham. There are no issues which may hinder access to the premises. A maximum of 24 children aged three to five years may attend the setting at any one time. The group is open five days a week from 08.45 to 11.45 and 12.15 to 15.15 term time only.

There are currently 44 children on roll who are within the Early Years Foundation Stage. Of these, 44 are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register.

There are four members of staff, including the manager, who work directly with the children. All of the staff hold an appropriate early years qualification. The setting receives support from the local authority and has the support from a link teacher within the school.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a warm and relaxed environment. They have developed close and considerate relationships with the staff and their peers. Staff meet children's individual developmental needs well and promote most aspects of children's welfare and learning successfully. The setting has built strong relationships with the school and informal, friendly relationships with parents. The management committee and staff have begun to evaluate systems and practice, making plans to further improve outcomes for children. However, some of the records required for the safe and efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

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

- ensure regular evacuation drills are carried out and recorded
- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any injuries sustained and treatment given
- provide more opportunities for children to make their own choices and decisions with regard to craft activities
- develop the assessment system to make it clearer how children are progressing towards the early learning goals and use these to plan the next steps in a child's developmental progress.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of identified aspects of the environment that need to be checked on a regular basis, including when and by whom they have been checked. (Suitable Premises, environment and equipment)

16/03/2009

The leadership and management of the early years provision

The manager has implemented suitable systems to monitor and evaluate the provision and to ensure that identified improvements are made where necessary. A recent example has been the introduction of more child-friendly storage units and furniture. The provider has also improved the range of multicultural play resources and all other issues raised at the last inspection have been suitably addressed.

Most of the policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. However, evacuation drills are not carried out and recorded regularly enough to ensure the ongoing safety of children. Parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. However, no record is maintained of regular checks or when and by whom they have been made which is a requirement of the Early Years Foundation Stage. Staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Adults work closely in partnership with parents and others to safeguard children and to promote their care and education.

Families are provided with good quality information about the setting. They exchange verbal information at each session and receive regular newsletters, keeping parents informed about what the children have been doing and the care they have received. This enables parents to support their children's learning at home. Links with other professionals providing for children in the Early Years Foundation Stage are appropriately informed to ensure continuity of care and learning.

The quality and standards of the early years provision

Children are confident, active learners and their personal, social and emotional development is a strength. Friendships have formed and children play cooperatively. For example, whilst playing with a zoo set a child gives their friend some of their animals because they realise they have 'more'. Children behave well and are learning to take turns and share. Staff support all children in counting how many bears they can see in the book 'Goldilocks and the three bears', while older children are supported to compare and talk about whether they each have the same number of wooden blocks. Children enjoy daily access to the outside play area. This is used well by staff as an extension to indoor play space as well as for

children to develop skills with large physical play equipment. On a daily basis children practise manipulative skills with a range of role-play resources, construction materials and tools. They enjoy regular opportunities to experiment with a range of media and writing materials. However, when children are participating in adult-led craft activities they have limited opportunities to make their own choices or decisions about what to make or the materials to use. Books are easily accessible and children enjoy looking at pictures either on their own or in small groups with a staff member. Staff promote thinking and vocabulary as they talk with children and as a result children speak confidently. Children are provided with satisfactory opportunities to help them make progress across all areas of learning and development. However, assessment records do not clearly show how children are progressing towards the early learning goals or identify their next steps in learning. This potentially limits the setting's ability to ensure each child's needs are being met.

Staff create a safe and welcoming environment and children are learning how to keep themselves safe. For example, children use a role-play crossing set to practise road safety, such as look and listen before crossing the road and how to use a pedestrian crossing. Children's health is actively promoted by the setting through the sickness policy, cleaning routines, balanced menu and good access to drinks to maintain hydration.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
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?	3

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 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.