

Anston Pre-School

Inspection report for early years provision

Unique reference number	303254
Inspection date	14/05/2009
Inspector	Angela Howard
Setting address	Welfare Hall, Ryton Road, North Anston, Sheffield, South Yorkshire, S25 4DL
Telephone number	01909 564495
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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).

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

Anston Pre-School registered in 1971. It operates from the Parish hall in Anston, a large village in the borough of Rotherham. It is managed by a committee. The group access one large community room, a smaller room to the rear of the premises, kitchen facilities, which are incorporated in the room, and toilet facilities. There is a fully enclosed outdoor play area and disabled access.

The provision is registered to care for a maximum of 24 children aged from two to five years old. There are currently 53 children on roll, of which, 36 children receive nursery education funding. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The group open seven sessions per week, Monday to Friday from 09.15 until 11.45. Monday and Wednesday additional sessions are offered including a lunch club from 11.45 to 12.30 and an afternoon session from 12.30 to 15.00 during school term-time only. Children attend for a variety of sessions.

Seven members of staff work with the children, all of which have completed recognised childcare qualifications. The group receives support from a lead teacher, who is employed by the Local Authority. They are a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children participate with enjoyment and the consistently good quality interactions with adults help them to make sound progress in their learning. However, the recording of children's starting points is very basic and links with other practitioners is not yet established. Effective implementation of the good quality policies and procedures promote children's welfare successfully. An inclusive approach ensures that the learning environment and resources provide imaginative challenge for children to stretch their learning, play and exploration. All adults share responsibility for continuously improving outcomes for children. However, the self-evaluation system is in its infancy and is not sufficiently clear to identify weaker areas, or how the impact of change will be monitored.

What steps need to be taken to improve provision further?

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

- obtain an accurate picture of children's starting points to help support their development and tailor the arrangements to meet each child's learning needs
- build links with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings
- develop the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice.

The leadership and management of the early years provision

The first priority for all staff is the safety of children. They are vigilant, fully aware of the signs and symptoms of abuse and know the correct procedures to follow should they have concerns about a child. Staff routinely assess safety and health risks and use comprehensive risk assessment records to effectively monitor any action required. The setting is well organised to ensure children can self-select activities and equipment to initiate their own play and pursue their own interests. All documents are of very good quality and are used well to support the care of the children and to comply with regulations. Records of staff training and qualifications are used effectively to support staff development and to maintain consistently good quality provision for children.

Parents praise the setting highly and feel appropriately informed about their child's progress. Comments made include that they like the warm and friendly relationship they have established with all staff. They feel they chose the setting because of the warm nature of the staff and like the fact that they always have time to chat and make them feel as welcome as the child. Parents are actively involved in their child's learning through regular verbal feedback and free access to children's progress records, plus the chance to speak to key workers daily.

The provider promotes an ethos where children are warmly welcomed and where adults treat each child as unique. Skilled adults use appropriate information about the children to plan effective challenges so they build upon what they already know and can do, to enable them to make sound progress in their learning. However, at the start of placements children's individual learning needs are not clearly identified. Adults provide good levels of support enabling all children to participate in the activities. They group children effectively with key people, which allows staff to get to know children well and help to ensure children feel safe and secure. However, for children who attend more than one setting there is no system in place for the sharing of relevant information to ensure effective continuity of care and progression.

Clear direction leads to improvement in the outcomes for children. Staff are motivated and committed to improvement. They welcome advice, attend relevant training events, and apply what they learn. The quality of the setting's self-evaluation is very basic at this time. Staff do recognise the value of a quality improvement process based on internal review but have yet to develop a robust system which will lead to a culture of reflective practice.

The quality and standards of the early years provision

Staff take very positive action to promote children's health by providing a wide range of healthy food at snack time. They recognise and reduce possible health risks to prevent the spread of infection well. Good safety practices are in place, for example, children routinely take part in fire evacuation procedures and during outings a high ratio of staff is maintained. Activities to promote safety are of high

quality, for example, children learn how to cross roads safely through play. Indoors staff use a zebra crossing, high visibility vests, bikes, traffic lights and a lollipop road crossing sign to practice road crossing procedures. Children demonstrate good knowledge of the dangers of the road as they talk to each other about slowing down as they approach the zebra crossing. That the lollipop person is ready to cross people and that the traffic light is now changing to red so you have to stop. They issue parking tickets if someone parks their bike too near the crossing and write down if they are speeding.

Children enjoy themselves and are relaxed and settled. They feel secure and have good self-esteem. They follow their interests and participate enthusiastically throughout most of the session. Older and more able children do activities with ease, skill and accuracy. Therefore, challenge for this group of children is not always fully explored. When children arrive they seek out friends give them a hug, hold hands and initiate their own play. They are confident to seek out staff and are encouraged to share conversations about home events. Children independently put on coats and hang them on hangers, self select their name cards on arrival and are beginning to show kindness and thoughtfulness for others. Such as when they share bikes, pass trowels to dig and help younger children with computer games as they struggle to find the right piece of the tunnel. At the play dough activity a crocodile game is thoroughly enjoyed by the children. They throw the dice and make teeth out of play dough to put in the crocodile's mouth. This develops their knowledge of numbers as labels for counting, calculation and shape, space and measure as they make sure they can fit the teeth into the space available. Outdoors children play imaginative games as they explore acting out favourite cartoon characters. Climbing apparatus, building dens for them to hide and developing stories to act out.

Good quality relationships with the staff give children a strong sense of belonging. Staff have secure knowledge and understanding of the Early Years Foundation stage and implement it relatively well to promote children's learning and development. They plan a wide range of activities and play opportunities to develop children's emotional, social, physical, and intellectual capabilities. The staff are mostly well informed about children's capabilities and individual needs. They make reasonably good quality observations, and use this information to plan future activities to take most children further in their learning.

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?	3
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?	2

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?	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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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