

Cromer Pre-School

Inspection report for early years provision

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311887

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Inspector

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Setting address

United Reform Church, Cromer Avenue, Low Fell,
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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

Cromer Pre-school is privately owned and was registered in 2000. It operates from three rooms, with associated facilities, in Cromer Avenue United Reformed Church in Low Fell. The pre-school is open Monday, Wednesday and Friday from 08.00 until 15.00 and on Tuesday and Thursday from 08.00 until 11.30 during term time only. They are registered on the Early Years Register for a maximum of 45 children at any one time. There are currently 79 children from three to five years on roll. The pre-school employs 11 staff. All of the staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a safe and secure environment and most records are in place to meet requirements. Staff have a good knowledge of each child's individual needs which ensures that they promote all aspects of children's welfare and learning with success. Parents are an integral part of their child's development and good links have been formed with other providers. All are welcomed into the setting which ensures continuity of care and learning. Staff are highly motivated and there are very effective systems in place to evaluate the service.

What steps need to be taken to improve provision further?

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

- help children seek to do things for themselves such as pouring their own drinks or serving their own food, washing their hands consistently before eating and provide adequate equipment such as plates for meals.

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

- include in the record of risk assessment aspects of the outdoor environment that need to be checked on a regular basis (Suitable premises, environment and equipment)

04/05/2009

The leadership and management of the early years provision

The manager and staff have a strong commitment to improvement which enhances all aspects of the provision. Management oversee every aspect of the provision where they review children's development files, the environment to ensure that all areas are accessed by children and staff's development to ensure their understanding of good quality childcare. Children are cared for in a very spacious environment where staff are effectively and efficiently deployed. The

session is arranged so that they have the opportunity to access well maintained resources in each of the three playrooms which gives them a balance of adult-led and child-initiated activities. For example, they access imaginative play in the main hall, do creative activities in the middle room and have group activities, such as story, in the small room. Colourful posters which address subjects, such as festivals, words in different languages, different types of food, and photos of activities and children's artwork decorate the walls. This gives children a sense of ownership of the environment. Most records are in place for the safe management of the setting. Staff carry out safety checks of all areas of the premises prior to children arriving. This is supported by a written record of possible hazards indoors. However, it does not include all aspects of the outdoor environment. This is a regulatory requirement. The well established staff work very well together as a team. The weekly staff meetings enable them to discuss all children's development and decide on the next step for the individual child. Staff have a good understanding of safeguarding children procedures which are reflected in the written policy. This ensures that children are kept safe from harm. Recommendations from the last inspection have been met. All necessary consents are in place and activities are planned for the outdoor area.

Good relationships have been developed with parents that are highly beneficial to the continuity of high quality care that the children receive. They feel very welcome, comfortable and valued as an expert on their child. On admission, their child's likes, dislikes, needs and interests are discussed and staff observe the child as they settle to determine where they will start to plan their development from. Annual parent evenings are held where they can discuss their child's development with their key worker. A letter is produced each term which informs them about a wide variety of information, such as the theme for the term, which explains what children will gain from it. The week's focused activities are displayed in the entrance so that parents can continue their child's learning at home if they wish. Parents stated how happy they were with the standard of learning and care that their child receives. Effective links have been developed with the local school and childminders that bring children to the setting. This results in a smooth transition from one setting to another.

The quality and standards of the early years provision

Children make good progress in their learning and development due to the effective organisation and knowledge of staff. Their starting points are assessed and discussed with parents when they first start. Staff observe the child as they settle in which helps them to plan for their individual need. Written plans are discussed by all staff at a weekly meeting and they show a good understanding of the focused learning outcomes when they organise an activity. Each area of the premises has been considered and a helpful list displayed which covers the learning outcomes for that area and possible resources to support it. All staff observe children during the session and note any areas of learning that they achieve. This information is then entered into the child's development file which builds a very clear picture of how they make progress against the early learning goals. Additional support is provided for any children with disabilities or additional needs. Advice is sought from external agencies, such as speech therapists, and

individual learning plans are put into place to help the child develop to their full ability.

A wide variety of clean, safe, non-toxic play equipment is well maintained. They enable children to explore, discover, use their imagination and learn social skills. The environment very effectively supports children's personal, social and emotional skills. On arrival, children settle really well and make their own choice about what they would like to do. Excellent settling in procedures ensure that new children are easily integrated into the setting with the full support of a member of staff. Activities encourage children to use a widening range of words to express themselves. They spontaneously sing and talk freely as they recall past experiences. For example, they talk about younger sibling's behaviour, or about places that they have visited, such as the park. An appreciation of books is shown as children either sit with a friend or staff and look and talk about illustrations and print in the book. Their knowledge and understanding of the world is promoted really well. They talk about different types of transport as they look at a poster and relate to using these types of transport in their own lives. Sign language is practised regularly to ensure it is a skill that both staff and children maintain. This helps children to understand that there are different ways of communicating in a diverse society. Outdoors they learn to negotiate space successfully. For example, they race up and down the garden and adjust speed or change direction to avoid each other. Well resourced areas prompt children to use their imagination as they pretend to buy a train ticket and then sit on the train for a trip or be a hairdresser as they brush the hair on the manikin heads.

Children's health and well-being is promoted well. Parents provide packed lunches and staff encourage them to provide healthy options with additional reminders in the newsletters. Healthy options are provided at snack time. Children wash their hands before lunch but not before snack time. Staff serve the food directly to the children, not encouraging their independence, and plates are not used to reduce the chance of germs coming into contact with the food. All necessary consents are in place and policies and procedures are shared with parents to help their understanding. For example, the sickness policy and procedure which details what staff would do should there be an accident. Children are well behaved. They show a good awareness of the boundaries set within the provision and respond positively when they receive praise for their efforts. They learn to keep themselves safe through activities. For example, they enthusiastically join in with a song about road safety and a road safety representative visits them once each half term to give them a talk.

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

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