

Heysham Youths Community Centre Pre-School

Inspection report for early years provision

Unique reference number EY377712
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Inspector Margaret Baines

Setting address Heysham Youth & Community Centre, Middleton Way,
Heysham, MORECAMBE, Lancashire, LA3 2LL

Telephone number

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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

Heysham Youth and Community Pre-School operates from the Children and Youth and Community Centre in Heysham. The setting operates from a room within the children's centre. The setting is run by a voluntary management committee. A maximum of 26 children within the Early Years age group may attend the preschool at any one time. The pre school is registered on the Early Years childcare register. There are presently 24 children on roll of whom 19 are in receipt of funding for the Foundation Stage. The setting is open Mondays to Fridays from 09.15 until 12.00. With some children staying for lunch from 12.00 until 13.00 on Mondays and Thursdays. The setting operates term times only. The setting supports children with learning difficulties and children with English as an additional language. There are four qualified members of staff who work with the children. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the setting is good. The uniqueness of each child is fully understood and the setting works effectively to meet the needs of all children. A fully inclusive environment has been created in which children are supported in making good progress in their learning and development. Children's learning and development in a safe environment is a priority in the setting as identified in the self evaluation documents. Continuous improvement is identified within an action plan to improve the care and education for the children. The environment is fully inclusive ensuring children flourish within the setting.

What steps need to be taken to improve provision further?

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

- further develop systems for tracking children's achievements which clearly identify the next steps in their learning
- ensure children are suitably protected from the elements when accessing the outdoors.

The leadership and management of the early years provision

Staff are supported effectively by a supervisor who has a very good understanding of the Early Years Foundation Stage and her responsibilities within the setting. There is a clear induction for new members of staff and the staff team are committed to using the appraisal system to identify and address any training needs. Information from training and the setting's use of self-evaluation bring about beneficial changes to practice and the environment. The commitment of the team to improvement has led to the development of an environment in which the uniqueness of individual children is valued and supported by motivated and enthusiastic staff.

The setting values the contributions of parents and other professionals working with the children and incorporates strategies where necessary, for example, daily diaries introduced for those parents who wish to have a daily written account of the activities on going. Regular newsletters are sent out informing parents of all ongoing activities and events. Parents receive good information about the educational programme and their child's achievements through discussion and access to the individual learning journeys. Parents provide information about all aspects of their children's development at the point of admission and are encouraged to update the setting on children's learning at home. For example, parents are encouraged to send in examples of their children's achievements at home. As a consequence, children's needs are well understood and can be addressed appropriately.

Children are safeguarded effectively because staff are vigilant about physical safety both on and off the premises. However, on a very sunny day it was observed that not all children were fully protected from the elements. Policy documents have been updated in the light of changes to regulations and await the approval of the committee. Staff undergo full clearances prior to employment and risk assessments are carried out on a regular basis. Records of staff clearances are readily available; consequently children are safeguarded effectively within this setting.

The quality and standards of the early years provision

Children are motivated to learn by an enthusiastic staff team who are good at interacting with the children by joining in with them and getting down to the children's level. For example, children made snacks for staff in the play kitchen.

Resources and activities are of a very good quality and are organised to allow independent access and develop children's confidence. There is a good balance of adult-led and child-directed activity and staff use their experience to challenge children's thinking through effective questioning. For example, staff ask children to suggest what items they wish to take into the play cave. Children develop well in all areas of learning because information on their starting points is compiled from discussions with parents and observations. Learning journey records for all children have been introduced to record children's achievements. However, at present the system for tracking children's individual learning and identifying their next steps in their learning is not fully operational. Children are developing their problem solving skills as they make masks, design constructions, play on the computer and begin to recognise shapes. Children enjoy very good opportunities to develop their creative skills as they design three dimensional models, they paint, they make collages and they use the role play resources effectively. Children enjoy the good selection of books as they learn that print carries meaning. They thoroughly enjoy story time and are beginning to recall the story, therefore using their language effectively. Children's learning is promoted well because staff work together as a team in planning a relevant and effective range of activities which promote learning for all children. Parents are encouraged to feed into their children's learning journey, which creates a holistic view of the child.

Children learn to keep themselves safe because staff are careful to explain, for example why we must walk not run indoors. Children move round the setting in safety because staff are careful in the way they plan the environment. Children are learning the importance of staying healthy through eating healthy snacks, talking about fruit and vegetables daily as they enjoy the fruit available throughout the session and when they enjoy the rolling snack programme when fruit and a variety of breads are served. Children enjoy the outdoors where they enjoy regular exercise using the variety of large and small equipment. Children are learning to wash their hands at appropriate times of the day supported by good teaching.

Children enjoy their time at the setting. There is a calm and industrious environment where children play well on their own, with peers and in groups. They enjoy freedom of choice because resources are readily available at their level to enable them to make choices and develop their critical thinking and decision making skills. Sharing and turn taking skills are being developed during collaborative play, therefore children respond well to the wishes of their peers and adults. Children are beginning to understand the diverse nature of society through planned activities, appropriate resources and celebrating various festivals. Children are settled, inquisitive and motivated to learn in this setting because the learning environment, planning and interactions from staff are most effective.

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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