

# Stonebroom Pre-School

Inspection report for early years provision

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**Unique reference number**

EY311549

**Inspection date**

13/05/2009

**Inspector**

Karen Ann Byfleet

**Setting address**

Stonebroom Village Hall for Senior Citizens, Off Cleveland Road, Stonebroom, Alfreton, Derbyshire, DE55 6JF

**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).

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**

Stonebroom pre-school operates from within the village hall in the village of Stonebroom, Alferton in Derbyshire. There is level access to the premises and there is a large grassed area for outdoor play. The provision is open every weekday between 09.00 and 12.00, during school term times.

The setting is registered to provide care for 16 children between the ages of two and five years. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 22 children on roll, all of whom are in the early years age range.

The setting is led by a committee. Four regular staff are employed and all hold relevant childcare qualifications. Supply staff, volunteers, students and parents also provide support to the staff. The setting also receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the provision is good. Children thoroughly enjoy their time in the setting and form strong relationships with the staff and their peers. They are involved in an extensive range of well-planned activities and are making excellent progress in their learning and development. All staff recognise and support the uniqueness of every child as they deliver a fully inclusive practice. Positive, professional relationships are formed with parents and carers, enabling them to meet children's individual needs. The setting has implemented a positive system, helping them to evaluate and monitor their practice.

## **What steps need to be taken to improve provision further?**

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

- ensure the risk assessment covers anything with which children come into contact with regard to the securing of the plastic matting under the messy play area
- develop further the planning of the indoor and outdoor environments to enable children to move freely between both areas.

## **The leadership and management of the early years provision**

Comprehensive policies and procedures are in place. These are understood and implemented well by staff, ensuring the needs of all children are met and that they are well-protected. There is a detailed safeguarding policy which is shared with parents and guidance documents for the Local Safeguarding Children Board are available. Staff have attended safeguarding training and are confident in being able to recognise potential signs and symptoms of abuse and know who to report

their concerns to. The supervisor and committee have implemented a sound appraisal system for all staff which is carried out on an annual basis. This enables them to monitor staff practice and address any identified training issues or desires. Risk assessments for all areas have been fully implemented and are reviewed regularly. However, not all potential hazards are always observed. For example, plastic matting which is used to protect the carpet when children are engaging in messy play activities, is not always secured sufficiently to eliminate a tripping hazard.

Staff within the setting are motivated and work well as a team to ensure all children have the opportunities to develop and make excellent progress in their learning, and that their welfare is promoted. The committee and supervisor are proactive in ensuring that all staff have opportunity to have input in recognising the setting's strengths and areas for improvement and they have clear plans for continuous improvement of the provision. The premises and resources are well-maintained and suitable for their purpose. Staff are well deployed within the setting, ensuring ratios are maintained and that children have opportunities to freely access a wide range of age-appropriate resources and activities through their free choice. Good partnerships with parents are formed as staff exchange daily information around children's care. There are regular newsletters for parents which give information on any forthcoming events and key workers provide more detailed information about children's progress and development through regular meetings. Partnerships with other providers which children attend, or are moving on to, have been fully implemented to ensure relevant information is shared around their learning and development.

## **The quality and standards of the early years provision**

Children are happy and settled within the provision. They form good, solid relationships with their peers and the adults caring for them and staff positively engage with children throughout the pre-school, talking to them and asking open-ended questions. This helps to develop children's confidence and encourages them to think critically. Staff are affectionate and engage freely in children's play. Children are developing a good understanding of their personal hygiene as they know and follow daily routines. For example, they know why they need to wash their hands before they eat and after using the toilet. Their self-esteem and confidence are very well-promoted through staff praise and encouragement and children are able to see their art work attractively, displayed which helps give them a sense of belonging and raises their self-esteem.

A very effective key worker system is in place and staff's excellent knowledge of the Early Years Foundation Stage enables them to monitor children's development and plan exciting, stimulating challenges which contribute to helping the children make excellent progress in their learning. There is a highly effective balance of adult-led and child-initiated activities which takes account of children's interests. For example, staff lay out pictures of all the resources and the children are asked to choose which activities they would like out the following week. Staff then use this information to plan the next weeks activities. They also take account of what the children already know and can do and plan for the next steps in their learning.

Planning throughout the setting is clear and includes learning objectives which cover all the areas of learning. Excellent observation and assessment systems have been developed and implemented to help staff plan the next steps in children's learning to full effect. Children have very independent skills as they attend to their own personal needs such as toileting, hand washing, putting on their own coats and pouring their own drinks. Self-selection and choice are promoted well as children are able to help themselves to toys and resources. They have regular access to information technology such as the computer and other programmable toys. Through planned activities, dressing-up and books, children are able to learn about the wider world and they actively make items linked to world celebrations. Outdoors, children have access to a safely enclosed play area where they enjoy a variety of activities and resources such as sit-and-ride toys and ball games, which contribute to their physical development. A separate area of the outdoor space has been developed to include a small garden area. Here the children are able to explore and investigate with a range of natural resources such as growing plants. However, planning does not include opportunities for the children to move freely between the indoor and outdoor areas, in order to further enhance their independence and free choice. Labelling around the setting, mark-making, writing for a purpose and children's interests in books promote their awareness of the meaning of print and help develop their skills in communication, language and literacy. Problem solving, reasoning and numeracy are included through daily routines such as counting the number of children at registration, counting out cups and plates at snack time and through other activities such as threading, baking and water play. For example, outdoors, the children enjoy filling buckets of water and pouring them into gutter pipes fixed to the railings, watching it fall down the guttering and then catching it back in the buckets. Staff engage fully with the children and ask relevant questions such as 'have you caught more or less in your bucket?'.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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