

Quarrington Pre-School

Inspection report for early years provision

Unique reference number

EY375813

Inspection date

15/06/2009

Inspector

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Setting address

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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

Quarrington Pre-school has been registered since 2008. It is a privately run pre-school in Sleaford, Lincolnshire. It is open each week day from 09.00 until 12.00 and each Tuesday and Thursday from 12.30 until 15.00. The building is accessed at ground level and there is street parking available for parents. It operates from a church hall and uses the main room with adjoining toilets and kitchen. There is a fully enclosed outdoor area.

It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register for 24 children from two to five years. There are currently 41 children on roll. The pre-school represents children with learning difficulties and disabilities. The provision has four staff including the manager. Of these three have relevant childcare and education qualifications and one member of staff is unqualified.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff provide a welcoming and inclusive environment where children are engaged in stimulating experiences that they thoroughly enjoy. Some areas of learning are not sufficiently well-promoted due to some limitations in resources and teaching methods, however, children are making steady progress in their learning. The setting has a highly reflective system in place for self-assessment and effectively prioritises areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that children are questioned and challenged appropriately to develop their learning skills to their full potential
- increase resources and activities that develop children's understanding of diversity and the wider world.

The leadership and management of the early years provision

The setting has implemented highly effective systems to monitor and evaluate the provision and to ensure areas for improvement are identified. Since the setting has been re-registered under new ownership and management many changes have been made. These have been prioritised well to ensure that children enjoy their time at pre-school in a safe and stimulating environment. The learning environment has been re-generated to reflect the Early Years Foundation Stage and enable children to explore, investigate and learn through their preferred interests. The outdoor area has been developed so that that children can use this continuously and take indoor learning outside where they benefit from fresh air

and the natural environment. Resources have been labelled and photographed so that children can recognise items through written or pictorial form and can also use this information to assist them when they help to tidy away and learn to put things back in the appropriate place, thus contributing to organisation of their setting.

The staff team is well-organised and works as a cohesive team. They arrive early and set out the provision each day so that it is a warm and welcoming environment when children arrive. Staff participate in appraisals to identify any areas for their professional development and attend staff meetings where information is shared and ideas are exchanged. Appraisals and staff meetings are in their early stages and are in the process of being developed further as a next step in making continuous improvements. Additional systems are currently being introduced to assess the quality of teaching in the setting with a view to supporting staff further with their own developmental needs. Some teaching that takes place at the moment does not provide children with sufficient challenge in their learning as children are not questioned sufficiently well to encourage their language, critical thinking and problem solving skills to develop as well as they can. In spite of this, much progress has been made in this setting, children and staff engage very well together and create a harmonious learning environment.

Appropriate records and written procedures are in place to promote the care, welfare and safety of children. Robust vetting procedures are in place to ensure that adults are suitable to be around children, relevant safeguarding and first aid training has been completed and thorough risk assessments are conducted to further safeguard children. Staff are deployed effectively into key groups to ensure that children are well-supported both indoors and outdoors and that parents have a consistent person to talk to as a point of contact.

Staff foster positive relationships with parents and carers. Parents have access to all written records and notifications, including policies and procedures, some of which are currently being updated. These will be given to staff and parents once they have been completed as was the case with those that have already been updated. Parents are kept well-informed about events through news letters, a daily notice board and one-to-one discussions with staff each day at drop-off and collection times. Parents are greeted warmly each day by staff who value their views and respect them as their child's first educator. Staff actively seek the views of parents through the availability of a suggestions box. Further systems for seeking the views of parents are currently in the process of being finalised, such as the use of questionnaires. Staff regularly liaise with teachers at the local school where the majority of children will go next. They take children on frequent visits to the school to familiarise them with their next environment.

The quality and standards of the early years provision

Children are provided with a broad and interesting range of activities. The room is set out into different types of play which encourages children to engage in things that interest them as soon as they arrive at pre-school. Children arrive happy and eager to start play either alone if they prefer, or with friends who enjoy the same things. They all enjoy the outdoor area and repeatedly ask if it is time for them to

be able to go outside. In this environment children play with sit and ride toys, tyres, 'small world toys', painting, writing, role play and participate in games which promote lots of conversation with staff. Children play very well with each other and are making friendships within the group. They behave well and are very kind to each other, sharing, taking turns and helping younger children with things they are uncertain of and helping staff with clearing away at the end of play. Children listen well to what is being said in group conversation times and they are confident and capable speakers who contribute their own ideas to discussions. They are competent when using technology and make very good use of the computer and the various programmes. They use the mouse capably and demonstrate a clear understanding of the purpose of the task they are being asked to complete. Children are developing their early writing skills and show a good understanding of numbers, counting, size, shape, measure, and colours. There is less opportunity for children to learn about diversity and the wider world as the activities that children participate in cover only basic aspects of learning in this area and are not consolidated due to the limited resources available. The older or more capable children in the group persevere well with tasks that involve precision such as cutting out with scissors and colouring inside the lines, although in some cases, across all areas of learning, they are not challenged enough to reach their potential. Younger children are generally supported well in progressing towards developing their skills, although they also need staff to set greater challenges and have higher aspirations for their achievements. There are some very capable children in this setting and although observations, assessments and planning clearly show their starting points and next steps, staff often underestimate children's capabilities.

Staff have a good understanding of creating a safe and secure environment in which potential hazards are minimised effectively and children learn to take care of themselves and become responsible for their safety and the safety of others. Children know how to follow simple rules and the reason for the rules. They understand how to play appropriately both indoors and outdoors and the safe way to use resources so that they do not get broken or cause hurt or damage. They learn about road safety and practise fire drills which teaches them how to evacuate the building swiftly in the event of an emergency. Children learn about their own health needs by making and eating healthy foods, having plenty to drink when they are thirsty, wearing sun cream and hats outdoors and having good amounts of exercise and fresh air on a daily basis. They talk about wearing sun glasses to protect their eyes from the sun and discuss how their heart beats faster when they have been dancing and doing action games. They understand the need to rest their bodies when they have been active and they all learn very well about taking care of their personal needs and the importance of hand washing to get rid of germs. Children are becoming independent learners who are developing skills that will promote their economic well-being for the future.

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?	3
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?	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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