

North Common Pre-School

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

North Common Pre-School Playgroup opened in 1972. It operates from the Independent Methodist Church Hall in Mill Lane, Warmley, South Gloucestershire. Children have access to an enclosed outside area. The pre-school is open each weekday during term time from 09.30 to 12.00 hours, and Tuesday, Wednesday and Thursday from 12.30 to 15.00.

The pre-school is registered on the Early Years Register. A maximum of 20 children may attend at any one time. There are currently 21 children from three to under five on roll, some in part-time places. The pre-school can support children with special educational needs and/or learning disabilities.

There are four members of staff, all of whom hold early years qualifications to at least level 2. The pre-school receives support from the local advisory teacher and the area special education needs coordinator.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well developed knowledge of each child's needs which ensures that they successfully promote children's welfare and learning. Children are safe and secure and enjoy their time in the setting by learning through play. Partnership with parents is a key strength and significant in making sure that the individual needs of the children are met. Children progress well, given their age, ability and starting points. Self-evaluation by the supervisor, staff and parent committee ensures that the priorities for development are identified and acted on, resulting in a provision which responds to parent and children's needs.

What steps need to be taken to improve provision further?

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

- ensure there is a balance of freely-chosen activities and the chance for children to self-select resources
- ensure continuity and coherence by sharing relevant information with other settings which children attend

The effectiveness of leadership and management of the early years provision

All staff are suitable to work with children and demonstrate a high level of awareness in promoting children's safety, both on and off the premises. Safeguarding arrangements and staff training, as well as a robust system which is regularly reviewed, ensures that effective procedures are in place for vetting adults who work with children. Children are taught to be safety conscious and they show

an understanding of how to keep themselves safe. For example, they eagerly share the task of tidying away toys from the floor, before choosing other resources to play with. They feel secure in the care of staff, who know the children and their families well, which promotes the family ethos adopted in the setting. Staff have a positive relationship with parents and carers and relationships are well-established, ensuring that each child's needs are met. Parents and carers are kept well informed about their children's learning in different ways. This includes a thorough induction process where children's key workers meet with individual parents. There is also the opportunity to take advantage of several formal meetings throughout the year. As a result, an effective liaison with parents and carers contributes to children's well-being, development and achievements.

Staff are focused on helping all children to make good progress in their learning and development, as well as promoting their welfare. A common sense of purpose between staff is promoted in their ability to work together as a team, they are inclusive in their work practice with the children. This ensures that all groups of children have equal opportunity to achieve as well as they can. The pre-school staff and parent committee take time to evaluate their practice and include the views of children and parents. However, limited information is shared with other settings where children attend. Staff and the parent committee are very effective in identifying their strengths and areas for improvement. For example, fundraising, with staff and parents working together as a team, has resulted in the creation of a safe enclosed play area for the children to use in all weathers. As a result, those in charge have been able to demonstrate how they have raised children's achievements, by increasing their play experiences in an outdoor setting. Resources are well deployed around the room and outside, as a result, the outcomes for children's learning are clearly supported. However, there is not a regular balance of freely chosen activities to provide children with a consistent opportunity for self-selection. Staff actively promote equality and diversity where outcomes for children have been supported and their development in relation to their starting points, is good.

The quality and standards of the early years provision and outcomes for children

Children have a sound understanding of how to adopt a healthy lifestyle. For example, staff establish good hygiene routines with the children as soon as they start in the pre-school. A 'snack bar' arrangement enables children to independently choose their snack at a time convenient to themselves. Small bowls of fruit and vegetables give children the chance to make their own choices. They confidently pour water from a container using a tap, or choose milk from small individual cartons. Children can choose when to play outside and are fully aware of sun protection and the need to wear a sunhat. Therefore, children understand the importance of sun safety, regular exercise and healthy eating.

Children are well behaved and develop a sense of identity in the setting, they arrive proudly at the beginning of term wearing the pre-school 'uniform'. They are interested in each other's lives as staff encourage them to reflect on their family life and that of their friends. This all adds to the children's sense of belonging and

security in the setting. Relationships are good and children play well together, joining in with role-play in the home corner, or to complete a large jigsaw puzzle while working together as a team. Children are confident and have good levels of self-esteem, they show increasing levels of attention and concentration as they look at books and listen to stories. Children comment they like being in pre-school because they enjoy meeting with their friends to play.

Through staff members' experience and good knowledge of the Early Years Foundation Stage framework, children have the opportunity to succeed, which promotes outcomes for their learning, social, physical and economic well-being. Clear planning, observation and evaluation recorded in children's journals, enables staff to successfully identify the next stage in their learning. Activities are based on the staff members' clear understanding of children's starting points, which is used as a means of planning for child-initiated activities throughout the term. They also use the information to expand on their resources so that outcomes for children can be further developed.

A welcoming environment reflects the wider community. Photographs of staff, displayed on the notice board, along with their name badges pinned to their clothes, also helps parents and visitors to identify who the staff are, this also supports their inclusive practice in the setting. A comprehensive set of policies and procedures ensures that children are protected and well supported. These are made readily available to parents and annually reviewed by the pre-school committee.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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