

# Stocking Farm Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	226901
<b>Inspection date</b>	18/09/2009
<b>Inspector</b>	Jan Burnet
<b>Setting address</b>	Stocking Farm Community Centre, Marwood Road, Leicester, Leicestershire, LE4 2ED
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<b>Email</b>	
<b>Type of setting</b>	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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Stocking Farm Pre-school and Playscheme is a Leicester City Council provision which operates from a converted unit within Stocking Farm Youth and Community Centre. This is situated in the Beaumont Lees area to the north-west of Leicester city centre. The premises consist of two playrooms, a kitchen and toilets. Entrance to the building is via a ramp and a wide automatic door. Children enjoy direct access to a small outdoor play area. An enclosed garden, a 'natural play area', is accessed via a public right of way adjacent to the premises.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged under eight years may attend at any one time and all may be in the early years age group. There are currently 16 children aged under five years on roll. Opening times are 09:00 to 12:00 Monday to Friday, generally term time except for school holiday playschemes which are organised according to demand. Term time afternoon sessions are also planned in accordance with demand.

A team of three staff care for the children and all are qualified. The pre-school holds Pre-School Learning Alliance (PLA) membership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff meet children's individual developmental needs successfully and promote children's welfare effectively, although one welfare requirement is not currently fully met. The provider, manager and staff are aware of strengths and areas for improvement and they work very well together to ensure that the needs of children, parents and carers are met. Information obtained from parents helps staff to identify and address children's differences. Systems to ensure that different cultural, religious and dietary needs are known and addressed are comprehensive.

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

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

- obtain information on who has legal contact with each child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 30/09/2009

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

- review the complaints information for parents to identify Early Years Foundation Stage guidance with regard to required response timescales for written complaints

- extend opportunities for children to practise climbing and sliding skills, and for finding out more about the local environment.

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

Children are cared for in a safe and welcoming environment. Staff deployment in playrooms and outside is good, so that children are always supervised. They assess and successfully minimise risks on a daily basis and risk assessment records are thorough. Staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS) requirements and Local Safeguarding Children Board (LSCB) procedures. The provider ensures that procedures for recruitment, selection and induction are robust. Staff members' suitability is thoroughly checked before they have unsupervised access to children. Good health and well-being is promoted effectively and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy.

The Ofsted self-evaluation form has been completed and identifies that areas for improvement are to continue to assess methods for tracking children's progress, update the prospectus and extend policy detail. The provider strives for improvement by ensuring that all staff are qualified and are motivated to continually improve their knowledge and skills. The manager holds a Level 4 qualification, a staff member is qualified to Level 4 and is working towards Level 5 and a staff member holds a Level 2 qualification and is working towards Level 3. There were two recommendations raised at the time of the last inspection and these have been addressed well. The provider was asked to develop the planning of activities for children aged under three, and develop a more effective use of observations, assessments and planning for what individual children need to do next. Planning now meets individual needs effectively.

The provider seeks the views of parents and carers about the provision, for example, with a questionnaire. They are asked if they find the pre-school safe and welcoming, if they are encouraged to play an active part, if staff are approachable, whether they are given sufficient information on policies and about the curriculum, if they are well informed about their child's progress and if they have a clear understanding of expected behaviour. The questionnaire also has a comments and suggestions box for parents to identify how they feel staff can improve the provision for their child. During each child's induction parents are introduced to the child's 'Learning Diary' and parents are invited to add their own comments. Regular parents meetings are organised to update, discuss progress and plan next steps. 'Play and stay' sessions are organised to help promote parents' understanding of how children learn and develop. Newsletters are sent out each term. Information on the Early Years Foundation Stage (EYFS) is provided and all required policies and procedures are shared with parents, although the complaints procedure does not include information on required response timescales for written complaints. The provider and staff liaise with external agencies or services to ensure that a child gets the support he or she needs. Staff are aware of the benefits of

establishing links with other providers in order to provide consistency of care and education for children attending different settings.

Excellent systems are in place to ensure that effective inclusive care is provided for every child. Staff have an exceptional knowledge of each child's backgrounds and needs due to comprehensive admission forms and good communication with parents. Children are encouraged to recognise their own unique qualities and characteristics they share with others. The setting's policies and procedures are effective and inclusive for those children who attend. Local authority funding is provided so that children with special educational needs and/or disabilities receive one-to-one support. Staff are proactive in making sure that opportunities are provided for children to develop and use their home language in their play and learning and all children benefit from hearing and learning words and phrases in different languages. Welcome posters are clearly displayed in different languages as are 'Celebrating Differences' posters. Staff monitor the learning differences between boys and girls and plan and provide activities that inspire all to learn in accordance with their interests. Toys and play equipment reflect diversity and effectively meet the developmental needs of the children who attend.

Documentation and records are kept up to date and in good order. However, welfare requirements are not fully met because information about who has legal contact with each child and who has parental responsibility has not been obtained for all children.

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

Children are provided with good opportunities to help them to make progress across all areas of learning and development. They are confident, inquisitive and eager to learn. The planning for children is flexible as key workers respond to individual needs and use their assessment to inform planning for next steps in each child's learning.

Children are confident and sociable. They are emotionally secure because relationships are good. They behave well and are learning to share and take turns. Their independence is promoted as they have easy access to resources and can choose to play inside or with equally valuable resources in the outside play area. Manipulative skills are practised daily as children benefit from having access to writing materials, safe small toys and tools. Children are learning to use the computer mouse and how to load a program. They make marks with chalk, crayons and paint and older children have gained good pencil control. All children are encouraged to name their own pictures and older children are able to form recognisable letters. On arrival children find their name card and put it on to the good morning board. They are encouraged to hear rhyming sounds and are learning that letters represent sounds, initially the ones in their own name. Children select books in a cosy area of the playroom and enjoy listening to stories.

Children spontaneously use mathematical language as they play. For example, a child points out that the big scissors are "for the big girls" and when asked which

ones he uses he says, "the little scissors - they are real". Staff encourage children to count 'one on one' and problem solve as they count 10 small mats for 10 children to sit on at group time. Children sing songs that involve counting and subtraction and staff use their fingers to help children identify that they begin with five or three and then take one away each time. Children have daily opportunities to experiment with a range of media and materials. Their creativity is encouraged as art and craft activities and role-play resources are always available. They build on a large and small scale. A child makes a vehicle with large boxes and uses cardboard plates for wheels, she fixes an additional box for the boot. A staff member inserts a steering wheel and the child says, "you can't put the steering wheel in the boot!".

Children's good health and well-being is promoted well by staff and they are learning how to keep themselves healthy and safe, for example, good personal hygiene, the effects of exercise on their bodies, road safety, which is practised in role play, and the reason why the fire drill is practised. A recently developed natural play area will be used for planting and growing, exploring for 'mini-beasts' and promoting children's interests in wildlife. Children also enjoy opportunities to practise balancing as they step up and down on logs fixed at different heights. However, opportunities for children to use climbing, scrambling and sliding equipment are limited, which potentially has an impact on their physical development. They are able to practice steering and pedalling skills, although the space is small. Visits to the local area, for example to the park or shops, are not organised and so opportunities are missed for children to comment and ask questions about the local environment.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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

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