

Emscote Pre-School Ltd

Inspection report for early years provision

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Inspector Hazel Christine White

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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*.

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.

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Description of the setting

Emscote Pre-School originally opened in 1995 and changed to a Limited Company in 2009. The setting is privately owned and managed. It operates from Emscote County Infant School in Warwick. The setting is self-contained and has sole use of two classrooms, one of which is accessible via stairs. There is a secure outside play area which includes a covered area. The group serves the local area and has strong links with the school. There is a fully enclosed play area available for outdoor play.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 52 children on roll, all of whom are within the early years age range. The setting opens five days a week during school term times. Sessions are from 9am until 12 noon and 1pm until 3.30pm. A lunch club operates for the children in-between sessions. Children are able to attend for a variety of sessions.

The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications. One member of staff is currently working towards achieving a level 3 early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Emscote Pre-school Ltd, provides children with a friendly, secure environment and a wide range of experiences which enables them to make good progress in their learning. The leadership has a clear vision for the group. Staff are highly motivated, work well as a team and are very knowledgeable about the children in their care. Positive links are established with parents and others involved in supporting children's individual needs. This leads to effective continuity of care. The pre-school practice is fully inclusive where all children are valued and treated with equal concern. Systems to evaluate practice successfully support staff in improving standards which have a positive impact on children and their families.

What steps need to be taken to improve provision further?

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

- ensure that staff records are easily accessible and available for inspection by Ofsted
- increase the opportunity for children to use programmable toys and IT equipment
- review assessment records to ensure that they include children's next steps in order to build on what they already know and can do.

The effectiveness of leadership and management of the early years provision

Robust and clear vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. On-going suitability of staff is monitored through an effective appraisal system. Staff show a commitment to training to ensure that children are well cared for by adults who are qualified and experienced. The safeguarding policy underpins the good practice at the setting and is shared with parents. The whole team have received child protection training to ensure that they are fully aware of their roles and responsibilities in protecting children from harm. The environment both indoors and outside has been risk assessed to ensure that potential hazards are minimised.

The manager provides strong leadership and this enables staff to work well together with a common sense of purpose to promote good quality care and learning for all children. Regular meetings ensure that staff keep up to date with changes and can share ideas and expertise in order to acquire new skills. Documentation and records are generally well maintained, however, they are not sufficiently organised to ensure that staff records are easily accessible and available for inspection by Ofsted. Good use is made of resources and the environment to promote children's well being, learning and development. Staff are deployed effectively which means that ratios are well maintained throughout the session.

A written self-evaluation is used as a working document to ensure that strengths and areas for improvement are clearly identified. All recommendations from the previous inspection have been fully met and implemented. Staff participate in discussions during meetings, for example, prioritising areas for improvement and looking at gaps in provision. They are currently looking at the provision for children who have attended the setting for two years to ensure that their individual needs are continually met. Parents complete questionnaires and this information is used to make changes to the pre-school practice.

Staff work in close partnership with parents, other Early Years Foundation Stage providers and outside agencies. Staff develop meaningful relationships with parents and carers and value their contributions as partners in their child's learning. There is a daily exchange of information and a parents evening each term to discuss individual children's progress. An informative notice board displays information about all aspects of childcare and an 'open door' policy exists. Parents are at ease to discuss any concerns they have with their child's key worker. Good links with the school help children's transition go smoothly.

The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Positive images around the room give children a sense of security. The needs of children with special educational needs and disabilities are sensitively met and parents are well supported. Staff are proactive in tackling and challenging any prejudice and discrimination.

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

Children are cared for in a well-organised learning environment and an effective key worker system ensures that they receive support to achieve good outcomes. Staff have a secure knowledge of how to develop their learning through play. Children access a broad range of activities which are both adult-led and child-initiated. Planning is flexible and covers all areas of learning, although programmable toys and information technology equipment is not as readily available as other resources. Children's individual needs and interests are included in planning to ensure their continuous development is fully supported. Staff find out about their starting points from parents' and together with observations, use this information to assess their progress. However, they do not effectively plan the next steps in their learning to build on what they already know and can do.

Children have a positive attitude towards learning and confidently participate in the full range of activities and first hand learning experiences provided. Staff spend time at the start of each session clearly explaining what is available. This practice helps children to become active learners and effectively develops their independence because they make their own choices. Children show curiosity, ask questions and are eager to explore their surroundings. For example, staff explained that there would be no brushes on the painting table because, 'they were going to use their fingers'. Children asked, 'can we use any finger, can we use our thumb' and could not wait to get started. Staff are skilled in helping children to problem solve and are on hand to assist when needed. They have a good rapport with the children and know their personalities very well.

Children engage easily in conversation with adults and each other. They confidently answer to their name at registration time and can identify their name cards. Children enjoy looking at books in a cosy area of the playroom and show great imagination. For example, after listening to a story about a plumber, some children 'repaired a leak' in the role play area. They look for the 'stop tap and burst pipe'. Children explore the local environment, looking at the changes to the seasons, people in the community who help them and discuss what it is like to live on a narrow boat. Children learn about shape, colour and counting in their spontaneous play and every day situations. They follow patterns, matching 'elephants' to the sequence and colour identified on the card and concentrate well when completing jigsaws, twisting and turning pieces until they fit.

Children behave very well, they learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. Children respond positively to the calm manner used by staff and to their well-directed praise. Their achievements within the group are acknowledged which raises their self-esteem. Children's understanding of difference is enhanced by staff who use resources to explain why we are not all the same. As a result children are very sensitive to the needs of children with special educational needs and disabilities, waiting for them to return to the table before starting a game and supporting them with tasks to ensure that they can join in. They learn to value aspects of their own lives and the diverse society we live in through taking part in celebrations and

special events.

Children are kept safe because staff have a good understanding of creating a safe environment where risks are minimised. Children take part in regular fire drills and are gently reminded about safety issues whilst playing. For example, picking up toys that fall onto the floor and sitting down when using scissors. Effective steps are taken to promote children's health and well-being. Good hygiene procedures are in place to prevent the spread of infection. Through gentle guidance children demonstrate a secure awareness of personal hygiene as they clearly know the importance of hand washing routines. Staff respond appropriately if a child becomes ill or has an accident. All staff have completed a relevant first aid course and the majority have a current first aid certificate. Children are developing an awareness of healthy eating through topic work and food tasting activities. In addition, they are provided with a piece of fruit and cheese and crackers at snack time.

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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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