

# Elveden Pre-School

Inspection report for early years provision

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**Unique reference number** 218140  
**Inspection date** 22/09/2009  
**Inspector** Linda Gail Moore

**Setting address** Thomas Alleyne's High School,, Dove Bank, Uttoxeter,  
Staffordshire, ST14 8DU

**Telephone number** 01889 561838

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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.

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

Elveden Pre-school has been in operation since 1998. It is situated on the premises of Thomas Alleyne's High School, in the centre of a small rural market town. There is a fully enclosed play area available for outdoor play. There is level access to the building. The group serves the local and wider community. A maximum of 16 children may attend the setting at any one time. There are currently ten children on roll who are within the Early Years Foundation Stage (EYFS). The setting is also registered to care for children aged over five to eight years. This provision is registered by Ofsted on the compulsory and voluntary part of the Childcare Register.

The group has arrangements in place to support children with learning difficulties and/or disabilities and who speak English as an additional language. The group opens five mornings a week during school term times. Sessions are from 9:15am until 11:45am. Children are able to attend for a variety of sessions. The setting employs three members of child care staff. Of these, two hold appropriate early years qualifications. Another staff member is working towards a child care qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff understand their role within the delivery of the Early Years Foundation Stage and provide a welcoming service. Children's welfare and developmental needs are generally well-supported, however, a review is needed in respect of some documentation. There is a commitment to develop partnerships with parents and other agencies. Consideration is given to how information can be shared effectively so that all children are included and their individual needs met. Although, parents do not contribute towards their child's observation and assessment record. Staff are committed to improving their practice and have begun to self-evaluate the service they offer, identifying some areas for development that will improve outcomes for children.

## 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 from parents in advance of a child being admitted to the provision with regard to who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 15/10/2009
- review and update documentation in relation to the risk assessment, complaints procedure and health and safety policy (Documentation). 15/10/2009

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

- improve how fire evacuation drills are recorded, using a fire log book that includes details of any problems encountered and how they were resolved
- improve assessment systems by ensuring all records are dated and arrangements are in place to share these with parents to enable them to contribute and offer further support for extending learning in the home.

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

The setting implements satisfactory procedures to maintain children's safety and welfare. For example, ensuring appropriate recruitment and vetting systems are in place so that suitable staff work with the children. Appraisal systems are used to identify staff's training needs and ensure their ongoing development and suitability. Staff work well together as a team and are aware of their individual roles and responsibilities. The manager and staff have a secure knowledge of safeguarding procedures and a clear understanding of how to report any concerns about children in their care. This helps to protect them from harm and neglect. The premises are clean and generally well-maintained, providing sufficient space for children to play and enjoy their day. Walls are decorated with children's art work and posters and this creates a bright and cheerful environment. Resources are suitable and safe for children to use. Detailed risk assessments are carried out for all areas of the premises and any outings undertaken. Risk assessments for outings are displayed so that parents can add their comments. Staff check the premises both inside and out each day to ensure that any hazards are minimised and a daily checklist is completed. This helps to prevent accidents and keep children safe. However, the full risk assessment for the premises does not comply fully with requirements as it is not dated nor shows who completed it and when it is to be reviewed. A fire procedure is in place and practised with children, although this is not recorded appropriately in a fire log book.

Staff are developing a self-evaluation system to look at their strengths and any areas for development, they also seek parents views. Some improvements have been identified and these are appropriately targeted. All of the actions from the last inspection have been completed. However, a recommendation raised in relation to written policies and procedures has been carried forward as some updating is still required. Most of the necessary documentation in respect of children's details is in place, with the exception of who has legal contact and responsibility for each child. Positive steps are taken to minimise cross-infection. Children are encouraged to develop good hygiene habits such as washing hands before eating and after using the toilet. They learn the importance of a healthy diet and taking exercise. Staff provide healthy snacks such as fresh fruit and children can independently access drinking water throughout the session. Children have daily opportunities to be active and develop a range of physical skills as they engage in a range of play in the well resourced outdoor area.

Children develop secure trusting relationships within the setting, and this is enhanced through positive relationships between parents and staff. A key person system is in place to ensure information is shared on a regular basis. Parents receive verbal and written feedback, in the form of a daily diary, about their child's day. They are also encouraged to share what they know about their child. Observation and assessment systems are in the early stages of development, and the information gathered is still to be collated into individual files for children, including photographic evidence. Consequently, this information has not been shared with parents so they can be fully involved in the assessment process. This would enable them to add their comments and find out how they can continue their child's learning at home. Staff are proactive in identifying any additional help a child might require, to enable them to seek any support needed from external agencies. This means each child receives a positive experience and benefits from an environment that is warm and accepting of everyone.

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

All children are fully included within the setting. They run in excitedly on arrival and are greeted warmly by staff and given individual attention, consequently they settle and quickly become engaged in the activities. The learning environment is organised so that children can make choices about where and what to play with. For example, they can choose to go outdoors throughout the session and are encouraged to do so. Resources are arranged both inside and out, to provide a variety of activities. Most toys and equipment are easily accessible and staff are good at responding to children's preferences and requests. Space is organised into different learning areas such as writing, craft and music. The premises are welcoming, with images reflecting differing backgrounds and the wider community. Children's work is displayed to brighten rooms and give value to their achievements. Staff are caring and considerate and develop warm and trusting relationships with children. As a result children build confidence and self-esteem. Staff involve themselves well during activities and this helps to stimulate and increase children's enjoyment and learning. A variety of activities are provided at each session that offer a good balance of adult-led and child-initiated play.

Children's communication, language and literacy skills are supported well. They mark make at the writing table and visually learn from the use of labelling around the rooms to promote the written word. Children learn about different letters, looking through the alphabet with staff to find the letters in their name and then copy these on to paper. Children enjoy books and choose the story they wish to hear. Staff engage and hold children's interest well as they tell each story with good expression. Children's interest in factual books is promoted. For instance, during a gardening activity children and staff find a variety of creatures such as ladybirds, snails and slugs. They use a magnifying glass to look at them closely and use a camera to take a photograph. Staff talk to them about how to handle them carefully and where to put them afterwards to be safe. They later look at a book together to identify and talk about the different types of creatures they have seen.

Children develop numeracy skills through games and activities as they match and sort objects by size, shape and weight. Children's interests are used well to ensure learning is fun and enjoyable, for example one child is interested in cars and trucks. Staff suggest they use different scales to weigh them, adding the trucks one at a time to see what happens. Staff use good language and questioning to develop children's understanding of more, heavier and lighter. Children then take the scales to the sand pit where they weigh the sand and talk about the different sizes of the equipment there. Children enjoy role play and dressing up and initiate their own games, such as shop keeper or cooking in the kitchen. Staff use this play as an opportunity to talk to children and raise their awareness of safety around hot surfaces or sharp equipment. They have daily opportunities to be creative with a range of art and craft resources such as drawing, painting and sticking. They design and model using a range of materials. One child made boat with sticky tape and old containers, and was able to test his boat out in the water tray to see if it floated. Music sessions allow them to explore rhythm and movement using different music and musical instruments. Children learn how to use equipment such as a CD player. Their technology skills are further promoted, as they use the computer and programmable toys. The group look at other cultures and have some equipment which reflects the diversity of society. Physical play sessions are included daily in plans with opportunities to ride bikes, use the small climbing frame, and kick, throw and catch balls. Children behave well as staff manage their behaviour in a calm, quiet manner and are positive role models. Consequently they are beginning to value and respect each other.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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