

Preston Brook Pre-School

Inspection report for early years provision

Unique reference number	303480
Inspection date	06/10/2009
Inspector	Wendy Brooks

Setting address	Preston Brook Village Hall, Sandy Lane, Preston Brook, Runcorn, Cheshire, WA7 3AW
Telephone number	07704 168712
Email	
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

Preston Brook Playgroup was registered in 1998 and operates from a village hall located in the Preston Brook area of Runcorn. Facilities include a main hall, kitchen, children's toilets and an enclosed outside play area. The group is managed by a committee and opens each week day, from 9.30am until 12.00pm term time only. The session is extended on Mondays and Wednesdays from 12.00pm to 1.15pm for those children who are preparing for the transition to school. Children attend from the local area.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register. The group is registered to care for a maximum of 24 children at any one time and there are currently 30 children aged from two to under five years on roll. The group supports a small number of children with special educational needs and/or disabilities.

The group employs six staff who work with the children, five of whom hold appropriate early years qualifications. Effective links have been established with local primary schools to support children as they start to attend full time school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and development are promoted as staff have an excellent understanding of the Early Years Foundation Stage (EYFS). Children develop their understanding of all six areas of the EYFS, although activities to promote Information and Communications Technology are limited. Highly effective partnerships with parents and carers are in place to ensure that information regarding children's progress is shared, although no record is made of the children's development level on admission. Secure links with other agencies and early years settings have been established to ensure children's individual needs are known and catered for. Children are respected as individuals and develop a good understanding of the wider world. The manager and staff have started to identify areas for development and strengths within the setting and the impact these have on the children who attend.

What steps need to be taken to improve provision further?

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

- make a record of children's starting points to use to plan activities to meet children's needs when they first attend and to clearly track the progress that they make
- extend opportunities for children to explore a wider range of Information, Communication Technology activities.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment which helps to protect them from harm. Written risk assessments are in place for all areas of the village hall and staff check all areas accessed by children each morning. Staff have a clear understanding of their responsibilities in the area of child protection. There is a named staff member for safeguarding and detailed policies and procedures are in place. All staff are aware of the procedures to follow should there be any concerns regarding a child's welfare and information is readily accessed. Appropriate vetting procedures are carried out for all adults who have contact with children.

Parents and carers are welcomed into the setting and are made aware of who their child's key worker is and the importance this role has on children's development. During the admissions procedure, a detailed discussion regarding children's individual needs takes place and the information is used to help children to settle in, however, no record is made of children's developmental level when they first attend. Parents are provided with detailed information regarding the EYFS through a variety of methods to ensure it is accessible to all. For example, through newsletters, wall displays and the opportunity to borrow the EYFS CD-ROM to watch at home. Regular parents' evenings ensure they are informed of their child's progress. Opportunities to extend children's learning at home are promoted as parents are encouraged to take part in enjoyable activities with their children, such as sharing a story, drawing a picture or listening to a CD together.

The setting liaises with other agencies to ensure that children with special educational needs or disabilities have their needs met and receive appropriate support. Staff are committed to developing their own knowledge and understanding of children's individual needs and attend further training in specific areas. The pre-school has effective relationships with the local primary schools that children will attend. Teachers are invited into the setting to become familiar with individual children and their development folders are shared to inform the school of children's progress to date. The pre-school supports older children who are preparing for the transition to primary school to develop confidence and independence in key areas.

Staff have a commitment to continuous improvement and are aware of the benefits of reflecting on their practice. A self-evaluation record has been completed and areas for development have been identified. Children have been involved in developing areas within the provision, for example, they were asked what they would like to be included in the newly extended outdoor area, and steps have been taken to put these improvements in place. Recommendations made at the last inspection have been met.

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

Pre-school children are cared for in one large open plan room within the village hall, meaning that children have equal access to all resources and equipment. An outdoor area is available for most of the session and children choose whether to go outside or spend their time inside. All children are provided with a wet weather outfit which means the outdoor area can also be used by children in poor weather.

Staff arrange activities within the hall before children arrive each morning, which means they are engaged on first arriving. Children can choose to read in the cosy book corner, explore the sand, play dough or art and craft table, and spend time in the role play area. All activities are rotated regularly to ensure children have a variety of experiences. Staff plan activities for the week ahead, based on observations of children's development, and will focus on specific areas at different times to ensure children have experiences across the six areas of learning within the EYFS. Although children have many opportunities to explore and investigate the world around them, they have limited access to resources and activities which promote their development in the area of Information and Communications Technology. This has been identified as an area for development. Observations reflect the development children are making and identify next steps in their learning. This information is shared between staff and a mix of adult led and free choice activities are planned to enable children to progress.

Plans for activities are flexible, to allow changes to meet children's interests or preferences. Staff explain how the role play area was developed into a stable with toy horses to reflect children's current interest. Staff brought their old rosettes into the setting to share and this inspired children to make their own rosettes from art and craft materials.

Children enjoy exploring the outdoor environment in all weathers. They dress in wellington boots and wet weather outfits to allow them to explore the outdoors in the rain. As staff pour different coloured paints down the plastic guttering, children delight in watching the various colours mix. Children scoop up water in watering cans and containers and pour it into the top of the guttering. They watch the coloured water cascade down the guttering and combine in the large collecting bowl at the bottom. Pots and pans, streamers and wind chimes allow children to explore the effects of the wind while outside.

Children develop an understanding of keeping themselves safe as they are involved in regular fire drill practises and discussions about keeping safe by roads and water. Visits from local police officers, lifeguards and road safety officers support children's understanding in keeping safe. Children develop an understanding of healthy lifestyles as they are encouraged to wash their hands before eating, and enjoy snacks of fruit, water and toast. They take part in physical activities both inside and outside and staff encourage them to listen to their bodies when resting and after moving around the room to music and action rhymes. All children are respected as unique individuals and are encouraged to share achievements with the group. Children learn about the wider world by

celebrating cultural and religious festivals and have access to resources which promote positive images of diversity.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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