

New Life Pre-School Daycare Centre

Inspection report for early years provision

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Inspection date	22/04/2010
Inspector	Diane Lynn Turner
Setting address	42 George Street, Wakefield, WF1 1DL
Telephone number	07846 037354
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

New Life Pre-School opened in 1976 and is run by a registered charity. It operates from three rooms within the New Life Christian Centre, which is situated in the centre of Wakefield, and has an enclosed area for outdoor play. Opening hours are Monday to Friday from 8am to 6pm during term time and a holiday club for children up to the age of eight years is also offered two days a week in the school holidays, which operates from 9am to 3.30pm.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for 28 children under eight at any one time, all of whom may be in the early years age group. There are currently 49 children on roll, 44 of whom are within the early years age group. There are five members of staff working with the children, all of whom hold a relevant early years qualification at either level 6, 4, 3 or 2. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an extremely bright and welcoming environment by staff who recognise and truly value their uniqueness. They are offered a wide range of innovative learning experiences which capture their imagination, and support their learning very effectively, both in the setting and local environment, enabling them to make excellent progress towards the early learning goals. Excellent relationships are established and maintained with all parents, with staff valuing them as the children's primary carers and taking great care to ensure they are fully involved in all aspects of the setting. High priority is given to monitoring the provision, ensuring continuous improvement of a very high quality in all areas, with parents and children fully involved in the process, resulting in a service that is highly receptive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- making links with providers of other settings the children also attend to foster a shared approach to their care and learning.

The effectiveness of leadership and management of the early years provision

The setting gives the highest priority to safeguarding children. Staff are extremely secure and confident with their responsibilities in regards to child protection issues and through regular, and detailed risk assessments they meticulously maintain a

safe and secure environment for the children to play and learn. Comprehensive policies and procedures, all of which have been carefully reviewed in line with the requirements for the Early Years Foundation Stage, underpin the extremely safe and efficient management of the setting, and are consistently implemented. The manager is extremely competent and her drive, ambition and enthusiasm is an inspiration to the staff team. Many members have been at the setting for a number of years and their extremely close working relationships and passion for what they do, is fundamental in providing high quality care and learning. The environment is inspiring and exciting, and extremely conducive to children's learning. For example, the main play room has a wealth of colourful displays and is set out very effectively to promote children's choice and independence, with the smaller rooms offering fascinating sensory and realistic role play areas. Staff take self-evaluation very seriously as a means of ensuring continuous improvement. They make good use of the Ofsted self-evaluation form alongside conducting their own action research on specific areas, both of which accurately identify strengths and areas for improvement. Their commitment to furthering their knowledge through training is commendable. For example, all members regularly attend short courses and the manager has recently obtained an additional qualification at degree level and another member of staff is working towards this.

Staff are committed to, and very successfully promote equality and diversity, ensuring they provide a setting that is welcoming and open to all children, and their families. They are highly effective in ensuring the needs of all children are met and are skilful in taking steps to narrow the gaps in their achievements. For example, children with special educational needs and/or disabilities are extremely well supported through the very good communication with their parents and the staff's collaborative working with other professionals, as are children who may have English as an additional language. The manager regularly attends network meetings with staff from other settings in the area and a transitions policy has been devised to support the children when they move onto school. However, relationships with providers of other settings the children also attend currently, are not yet fully developed. Staff have excellent relationships with all the parents and with meticulous care being taken to ensure they are well-informed about all aspects of the provision. For example, through the well-presented prospectus, detailed, 'What we have been learning' display boards, newsletters, open days and social events, and an excellent range of library books are readily available for them to share at home with the children. Parents' comments about the setting and the staff are overwhelmingly positive and clearly demonstrate how much they value the service. Consequently, the outcomes for all children and their experiences are extremely positive.

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

Children settle very well in this delightful setting, where they develop excellent relationships with all the staff, and have a special bond with their key person. All staff have an excellent understanding of how children learn and provide a programme of rich, varied and very imaginative experiences. They are passionate about the activities they offer and this in turn inspires the children to take part. For

example, they listen, fully engrossed and wait in anticipation for their name, as one member of staff includes each one in the wonderful stories she tells. Meticulous assessment systems are in place, to accurately track children's progress, with staff showing great pride in their achievements. For example, when the children leave the setting they hold a 'graduation ceremony' providing a cap and gown for them to wear and presenting them with a certificate, a book and their learning journey.

Staff support children's personal, social and emotional development extremely well, encouraging them to make a very positive contribution to the setting, to make decisions and become autonomous in their learning. As a result, the children's behaviour is exemplary. They choose freely from activities that interest them, they are very polite, work very cooperatively as they take part in group activities, and show great care for living things. For example, raising staff's awareness when they find a spider in the room, so this can be carefully put outside without causing any harm to it. The children have excellent opportunities to learn about the wider world and their own community as they undertake numerous visits to venues, such as the local pet shop and library, and as they take part in sound walks, when their behaviour is a real credit to the setting. For example, they greet members of the public very politely and they show an impeccable understanding of maintaining their own personal safety as they hold a staff member's hand at all times, and cross the road safely. They are very astute as they stop and listen carefully to the sounds in the environment, confidently and articulately identifying cars, lorries and the air brakes on the buses as they stop.

Staff are highly skilled at supporting children's understanding of number and their creative development. As a result, the children confidently use counting for a purpose in their play, particularly during popular activities, such as the trampoline, when they ensure fairness by counting 10 bounces and then letting someone else have a turn. During role play the children very imaginatively take on the role of customer and sales assistant in their toy shop, showing they fully understand the purpose of money and that businesses have opening and closing times. They show great delight as they 'paint' the walls in the outdoor area with water, and squeal with excitement as they pretend there is a shark during parachute games. The children's understanding of information, communication, technology is excellent. For example, they confidently complete various programmes using the computer, printing off a certificate that reflects their achievement, which they proudly share with others. Staff provide many activities to support the children's understanding of following a healthy lifestyle. As a result, they relish playing outdoors and show excellent co-ordination as they use wheeled toys safely in a small space. They have an excellent understanding of why they need to wash their hands and recently shared their knowledge of this with local dignitaries and members of the public, as they put on activities in the town, in support of 'global hand washing day', such as singing their 'hand washing' songs.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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