

Byerley Road Preschool

Inspection report for early years provision

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Inspection date 18/11/2009
Inspector Julie Morrison

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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

Byerley Road Preschool was opened in 1989 and is owned and managed by private individuals. It operates from two rooms in a church hall near to the centre of Shildon. There is an enclosed area for outdoor play. The preschool is open each week day from 8am until 6pm during term time and three days a week from 9am to 12noon during school holidays. The setting is registered to care for a maximum of 36 children from two years of age to under eight years at any one time. They currently have 54 children in this age group on roll. They are also registered to provide care for children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery employs eight members of staff. All of the staff, hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled at the warm and friendly preschool because the staff team take the time to get to know them and their families well. Effective procedures are in place to work closely with parents to ensure that children's individual needs are being met. This is combined with a wide range of activities covering all areas of learning. As a result, all children are making good progress towards the early learning goals. The manager and the staff team continually monitor and evaluate all aspects of the nursery to identify strengths and any areas for development, this helps to drive improvement which benefits all 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:

- develop the record of risk assessment to ensure that it covers anything with which a child may come into contact
- develop the behaviour management policy to include a named practitioner with responsibility for behaviour management issues in the setting
- build upon procedures to regularly share children's learning and development records with other practitioners including, childminders.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well within the preschool as staff have a good understanding of child protection procedures and know how to implement them effectively to safeguard the children. Robust recruitment procedures, along with a

clear commitment to further training ensure that children are well cared for by suitable and experienced staff. All visitors to the preschool are required to sign in and out using the visitors' book; this ensures an accurate record of everyone coming into contact with the children is maintained. A record of risk assessments is in place for most areas of the preschool and outings, however, some areas, such as the climbing wall have not been included. Risks are, however, minimised as daily checks of all areas are carried out along with constant supervision of the children.

Effective systems are in place to monitor and evaluate the provision to identify priorities for improvement. Staff meet regularly to discuss practice and work closely with local authority advisors and parents to continue to develop their practice and keep up-to-date with legislative changes. All recommendations from the previous inspection have been effectively addressed; this helps to develop outcomes for children. Staff deployment is good, ensuring all children are fully supervised and receive support and encouragement throughout the day. Very good use is made of the environment, both indoors and out. This is conducive to children's learning and promotes their good progress towards the early learning goals. Staff have good systems in place to support children with special educational needs and/or disabilities and English as an additional language. They work closely with other professionals and obtain resources, such as books in different languages to help children to feel included at the preschool.

Children benefit from the good relationships between the nursery staff and their parents. Information is shared openly and parents are encouraged to be involved in their children's learning. For example, parents come in to the setting to run baking sessions with the children. Regular parents' meetings along with an open door policy ensures that parents have good access to their children's records. Letters, two way diaries and notice boards are used to good effect to keep the parents fully informed about changes and developments within the nursery, alongside information about children's care and learning. The preschool have recently introduced parents' questionnaires to seek the views of parents and use this to inform practice. Appropriate links with other professionals are in place to meet the individual needs of all children. However, the setting has not developed links with all providers of the Early Years Foundation Stage (EYFS) such as, childminders, to ensure consistency in children's learning and development.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage (EYFS) learning and development requirements and use this knowledge to provide a stimulating and interesting learning environment. Children are eager to be active in their learning and a good balance of adult led and child initiated activities are in place. The setting has recently introduced new systems to observe and assess children's learning. They are beginning to use these to identify next steps which are used to inform future planning. As a result, children enjoy a wide variety of activities and experiences which promote development across all six areas of learning and is based on their individual needs. For example, staff build on

children's interest in snakes by making sock puppet snakes which they will use to introduce a relevant story. Staff ask open-ended questions to extend the children's learning and encourage the children to think about what they are trying to achieve. For example, staff encourage the children to talk about how the flour feels and asks them why they think they need to put butter on the tray. Children are confident and articulate at the setting. They take an interest in visitors and proudly show the work they have done. They have good opportunities for counting and developing their mathematical language. They talk about how big or small items are and independently count how many biscuits they need, as they role play the baking activity they have done earlier that morning. Children's physical development is promoted well. They enjoy free flow for most of the session in the very well resourced outdoor area. They try to throw balls through hoops and use the climbing wall to develop their gross motor skills. The outdoor environment is used to good effect as children have easy access to a variety of resources to continue to promote their learning. For example, books, chinks and magnifying glasses. They proudly show their rain catcher and talk about which has the most water in it. Children have good opportunities to learn about the wider world as they celebrate different festivals, enjoy food tasting from around the world and dressing up.

Children learn how to keep themselves safe through discussion and the consistent rules and boundaries implemented by staff. For example, children remind each other that they should not run in the preschool and explain that they could fall and hurt themselves. This is combined with planned activities, such as practising road safety to further support children's good understanding of how to keep themselves safe. They learn to handle pets with care as they feed and look after the guinea pig. This is supported as staff ensure that children fully understand the importance of good hygiene procedures to reduce the risk of cross-infection when handling pets. Staff effectively support children's good health by providing healthy meals and snacks, and planned activities, such as growing and eating their own vegetables.

Children's behaviour is good because they are busy and occupied in activities throughout the day that reflect their own interests. Staff implement clear rules and boundaries consistently, and pictures are displayed to further support children's understanding of the rules of the preschool. A written behaviour policy is in place, however, this has not been further developed to include a named person with responsibility for behaviour management issues. Children are beginning to show consideration for others as they share and take turns with ease and talk about their friends, 'he always likes the cars they say', as they pass a car to their friends. Children have access to mark-making materials both inside and in the outdoor play area. This allows them to practise their emergent writing skills in a variety of ways. For example, they 'write' letters in the home corner and post them in the post box. A wide variety of information, communication and technology (ICT) equipment is used to good effect. Children use the computer with ease, sing into microphones and use toy lap tops to 'do work.' This helps them to develop good skills for the future.

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	3
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