

Stanley Village Pre-School

Inspection report for early years provision

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Inspection date	01/12/2009
Inspector	Georgina Walker
Setting address	Stanley Village Hall, Park Avenue, Stanley, Ilkeston, Derbyshire, DE7 6FF
Telephone number	07800 663062
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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*.

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Description of the setting

Stanley Village Pre-School opened in 1987. It operates from the village hall in Stanley, Derbyshire. There is a ramp into the premises. Children use the enclosed play area on the adjacent park. The pre-school serves families from the local and surrounding area. The setting is registered on the Early Years Register to care for 24 children from two to five years and there are currently 28 children in the early years age group on roll. This includes children who receive funding for early education. The pre-school does share and seek information in partnership with some other Early Years Foundation Stage (EYFS) settings the children attend. The setting currently supports children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language.

The pre-school opens five days a week term time only. Sessions are Monday to Thursday from 9.30am until 12.30pm, with an optional lunch club Tuesday to Thursday until 1.15pm. Friday sessions for two to three year olds operate from 9.15am to 11.45am, plus lunch club and the 'peer group' session for older children from 12.00pm to 3.00pm, plus lunch club. The setting employs six part time members of staff who work with the children. All of the staff hold appropriate early years qualifications and the manager has a level four qualification. The pre-school is operated by a parental committee. Day to day responsibility of the pre-school is delegated to the manager and staff. The setting receives support from a member of staff from the local authority and is a member of the Pre-School Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A stimulating and welcoming environment is created to ensure children are happy and enjoy themselves as they engage in an extensive range of activities and make substantial progress in their learning and development. The inclusion of all children is promoted effectively and their unique needs addressed as there are worthwhile discussions between parents, carers, support services and other settings children will attend. Self evaluation, with well considered targets to update resources for the benefit of the children and improve documentation for the smooth running of the setting, is generally effective.

What steps need to be taken to improve provision further?

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

- develop further the observation systems to ensure the next steps of progress are planned for each area of learning on a regular basis and relevant information is shared with other EYFS settings the children attend
- ensure all relevant information is sought from parents to assist in promoting the children's welfare

- maintain more effectively the records, policies and procedures which are required for the safe and efficient management of the setting to ensure they contain reference to current legislation and are easily accessible to parents.

The effectiveness of leadership and management of the early years provision

The staff and committee work together effectively to provide a warm and welcoming service to children and parents. Safeguarding children is given top priority and staff attend ongoing training to ensure they are aware of current legislation and procedures. Following the recommendation made at the previous inspection the child protection policy has been reviewed and amended. All relevant persons undergo suitability checks which also contributes to the protection of children. Risk assessments and ongoing check sheets which promote children's wellbeing and safety in the premises and on outings such as to the allotment are meticulously maintained. They are less detailed for visits to the adjacent recreation ground and library van. Evacuation of the premises for fire safety is practised. Discussions with children about remembering to be careful and not to run indoors ensures children's understanding of safety is fully supported.

Relevant certificates and information is displayed for parents and policies and procedures are presented on a table for parents. However, some are not easily accessible and written policies and procedures are not updated to reflect the EYFS or provide consistent information to parents, new staff or students. Whilst the setting have addressed previous recommendations some information has been omitted from the children's information and emergency consent forms, which does not fully meet children's needs. However, partnerships are substantially promoted through discussion and parents are encouraged to share what they know about their child's developmental progress, likes and dislikes when they first attend. Visits prior to the commencement of the placement ensure each child integrates at their own unique pace and inclusion is successfully accomplished. Equality for all children is consistently promoted, any issues addressed and activities adapted. Partnerships with other agencies and the school in the village are extensive. This does not extend to other nurseries or settings the children attend to ensure the next steps of progress are consistent. Parents are given purposeful information regarding the child's time in the setting. The key person's folders of what each child has learnt and next steps to progress are updated on a regular basis and end of term reports presented to parents for each child.

Self evaluation is ongoing and provides a picture of the setting especially in relation to the outcomes for children. Realistic targets to improve the service include more accessible resources. A portable hand washing facility in the playroom has already increased good hygiene practices to prevent the risk of cross infection. Children sing enthusiastically a song about washing their hands before snack. Options such as fish fingers, bread, fruit, or shortbread when celebrating Saint Andrew's Day, are served. The wide variety of foods provided ensures children learn how to sit at a table, use cutlery and good manners are promoted successfully. A jug of water is available for children to help themselves when they are thirsty. Healthy lifestyles are persistently promoted by staff who ensure the

children have opportunities to play in the fresh air most days. An effective and efficient use of staff is ensured as they operate with a higher than is required ratio to ensure children are supported successfully. Posters, photographs and displays, such as Autumn or Christmas trees, are used to decorate the play area.

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

The staff support children's progress to ensure they flourish in the setting. An extensive range of activities are planned and presented. The staff have been proactive in addressing the recommendations made at the previous inspection regarding the educational programmes. They have enhanced the systems to observe and assess development and observations are used to plan activities and ensure children progress. Children's individual abilities are significantly extended through focus activities and incidental observations made during free play. However, the next steps are in relation to particular activities and do not consistently provided overall progress in each area of learning.

Children develop their independence as they happily make their own choices about what they wish to play with. They develop a positive awareness of themselves, their needs and they are considerate to other children. Equality of opportunity and religious, cultural and family background differences are promoted in resources, in craft activities and the celebration of festivals when parents come into share their experiences. The children respond to the consistent praise and encouragement of the staff and confidently interact as they play. Language and thinking is substantially encouraged as the staff constantly talk to the children, extending their learning. They are inquisitive and ask questions about how things work. They have access to a wide variety of books, some of which they choose themselves from the library van once a fortnight and enjoy mark making with crayons and paint brushes.

The children accomplish computer tasks with good dexterity and listen carefully to the instructions as they develop skills for the future. Problem solving and other mathematical skills are substantially promoted as the staff use relevant language at every opportunity. Number recognition is encouraged at register time and children spontaneously use words such as 'bigger' and 'smaller' as they build with bricks or choose instruments in 'Santa's Workshop' and recognise one drum is larger than another. Children's access to textures and craft resources are extended to include beads and glitter or cotton wool for seasonal pictures. The role play corner is particularly well used and children play for extended periods in small groups investigating the substantial variety of resources the staff provide. Imaginary play is extended outdoors when children recall a previous child initiated topic on 'space' and the play equipment in the adjacent park becomes a space ship. They learn to climb and slide on equipment indoors and are encouraged to develop skills on the larger resources on the park. They pedal wheeled toys with good skills and an awareness of safety in the restricted space indoors. At least once a week the children visit the pre-school allotment to dig, weed, plant and harvest. The experience gives them a wealth of learning opportunities, a greater understanding of the natural world around them and involvement in the local

community. An ingenious safety device with harnesses for each child ensures their safety on the journey to and from the allotment site.

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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