

The Community Pre-School

Inspection report for early years provision

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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

The Community Pre-School opened in 1983 and is registered to care for 24 children on the Early Years Register. It operates from the main room and sports hall in the Community Centre in the village of West Hallam, Derbyshire. The centre has level access and there is a secure outside play area. The pre-school serves the local area and surrounding villages.

The setting opens during school term only. Sessions are Monday 9.05am to 12.05pm and a peer group 12.05pm to 3.05pm, Tuesday 9.05am to 12.05pm, Wednesday 9.05am to 12.05pm and a peer group 12.05pm to 3.05pm, Thursday 9.05am to 12.05pm and Friday for under threes 9.05am to 11.05am and 12.05pm to 3.05pm. The group also provides a packed lunch club. There are currently 55 children from two years to four years six months on roll. This includes children who receive funding for nursery education.

The pre-school employs seven staff, including relief staff, who work with the children. All of the staff hold appropriate early years qualifications. The pre-school has Pre-school Learning Alliance (PSLA) accreditation and is managed by a parent committee who delegate day to day responsibility to the staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage (EYFS) enjoy their time at the group and all children make good progress in their learning and development and their welfare is well promoted. One of the key strengths of the group is the staff who are knowledgeable, dedicated and valued. They have a good understanding of equality of opportunity and how to promote inclusion. Links with parents and the liaison with other providers is strong and helps to ensure consistency in care and education. The management, staff and committee have strong aspirations for developing the quality of the group to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain necessary information from parents in advance of a child being admitted to the provision about who has legal contact with the child and who has parental responsibility for the child.(Safeguarding and promoting children's welfare.) 04/01/2010

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

- develop monitoring further in order to support children's sense of self and a stimulating environment in which creativity, originality and expressiveness are valued with particular regard to the content of some wall displays and routines for snack
- monitor mark-making drawers to ensure fully stocked with a range of resources
- devise a system to make sure that children do not share the same cup at the water station.

The effectiveness of leadership and management of the early years provision

Children are well-protected as there are clear safeguarding children procedures and staff have a good understanding of their responsibility in protecting children. Risk assessments are carried out, including a daily assessment of all areas used by the children. All areas, equipment and resources are in good condition, clean and safe. Required policies and procedures are in place and records are carefully maintained. However, the requirement of obtaining information from parents about who has legal contact with the child and who has parental responsibility for the child is not in place. There is limited impact on the children's safety as the security of the premises is robust and procedures for arrival and departure ensure children are handed over safely to a known adult.

Efficient systems are in place for recruiting and checking the ongoing suitability of staff, including a document for staff to declare any changes in health or circumstances that may affect them caring for children. There are effective systems in place to cover staff absences and emergencies. Children's welfare is supported well as the staff complete and appropriately involve the children in established consistent hygiene and safety procedures. However, children's health is potentially affected as currently there is no system in place to make sure children do not share cups at the water station.

Children's learning is successfully promoted as the staff are knowledgeable about implementing all aspects of the learning and development elements and welfare requirements of the EYFS. Self-selection by the children is a main focus of the setting and staff ensure children experience activities that meet the areas of learning. All areas of learning are visited within detailed planning. Each child has a 'Busy Book' which details individual progress and children's next steps are clearly identified. This alongside children's interest, spontaneous themes and events are used to inform planning.

Staff are passionate about providing children an exciting, enjoyable and stimulating experience. This is effectively supported by the ongoing reflective practice and evaluation of all aspects of the setting. There is clear identification of priorities for improvement. Since the last inspection the recommendations set have been positively addressed. As a result, the group demonstrates a strong capacity to maintain continuous improvement.

Inclusive practice, equality policies and procedures are carefully implemented

throughout the setting so that all children have their welfare needs met and achieve as well as they can. Individuality is respected and responded to well. Partnerships with parents and carers are secure and each child's individual needs and culture is recognised, supported and celebrated. To ensure their welfare and learning needs are met staff gather valuable information from parents about each child. Parents have access to the groups policies, procedures and a variety of information boards relating to many aspects of the setting, childcare and the EYFS. Information about events and activities, including how parents can be involved, and a suggestion box relating to children's interests enhance partnership with parents. They are actively encouraged to be part of the group through social events, informal meetings and by an active parent rota. Parents receive informal feedback regarding their children's progress.

Links within the school, other groups and other services are pro-active, including each child attending another setting has a communication book thus integration of care, education and extended services.

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

Children are very happy and settled at the group. Play is extremely purposeful as staff give encouragement and ideas about activities. Children concentrate well, are fully involved in activities and confidently self-select and enjoy activities alone, in small groups or with an adult. Staff are skilled in becoming involved in activities or standing back to enable children to experiment and explore. They are expert at getting children to think critically as they pose challenging questions. Interactions are very good and all children benefit from caring, warm staff. Children's communication skills are extremely well promoted as staff and children hold detailed conversations about their experiences, family and lives. They are learning good social skills as they follow the groups rules based on respect, kindness and safety. Children are encouraged and do consider and help each other. A strong sense of self is promoted as staff use positive encouragement and praise. Children become independent as the group has a strong ethos of child ownership and child-led activities. They select activities from photographs of resources available and choose the snack. Self-selection trolleys and drawers of craft and mark-making resources expand their experience. However, this is potentially influenced as the mark-making drawer is not fully resourced and the routine for snack does not fully promote independence. Vigilance is required as some displays are overly adult influenced. For example, the umbrellas on the weather display are adult made, the Christmas tree and boxes are adult drawn.

The learning environment excellently supports children's progress towards the early learning goals. Activities and themes are extended and developed from children interests, ideas and events. For example, a rainy day develops into a theme where children make a weather chart, they measure the rainfall, investigate different weather and make 'snow' and 'ice'. A transport theme progresses into utilising many creative concepts such as car track and feet printing. They learn about nature through investigating a 'Bug Castle' where they find insects and look at them with a magnifying glass. Throughout the setting, children have the

opportunity to undertake creative activities and enjoy many free expression activities such as free painting, small world and role play. Different media and children's interests are used to develop their learning such as corn flour and water, sticks and sawdust are used to encourage early writing and a child's interest in motor bikes is used for letter recognition, for example, 'H' for Honda.

Children enjoy a rich variety of child-led with adult support, spontaneous and planned problem solving and calculation activities. They weigh and measure water and sand, spontaneously add and subtract numbers and with adult support extend their understanding of mathematical terms by researching how many objects will make the weighing scale pans 'equal', 'which is heavier or lighter?' They calculate how many 'jewels' it will take to fill a treasure box. Planned creative projects including national and international celebration crafts, incorporate children's choice as they select their own resources and content of cards. A love of books, singing and rhymes is developed including an active story time and free selection of books. Children's experience is enriched and their knowledge of the world increased by visitors to the group. For example, the fire service, police, local vicar, village litter collectors and parents who undertake activities such as Egyptian music, share their culture and bring in a baby to demonstrate how to care for them. Outings to the local community, including to the library, church, shops and regular visits to the local old people's home.

Children's welfare and safety is robustly supported. They feel safe in the group and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. They learn about danger by themed activities such as road and personal safety. To promote healthy living children enjoy access to a secure outside area and a large sports hall. They enjoy self-select activities, indoor activities outside, including chalking and painting on cardboard and threading into the fence, and planned physical activities such as throwing and catching balls, hoops and balancing. They are learning about their bodies as they undertake activities that investigate what happens to their heart when they exercise and learn about food as they plant, care for, harvest and eat vegetables and fruit they have grown. Throughout related activities and snack time staff talk to the children about healthy eating, self-care and promote good hygiene.

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

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| 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

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| 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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| 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

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 1 |
| 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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