

Amington & District Pre-School

Inspection report for early years provision

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Inspection date	26/11/2009
Inspector	Linda Tomkins

Setting address	Amington and District Pre School, Amington Band Room, Sharpe Street, Tamworth, Staffordshire, B77 3HY
Telephone number	07980 172147
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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

Amington and District Pre-school has been operating since the 1980s. It operates from a large hall in the Band Rooms in an urban area in Tamworth, Staffordshire. The group serves the local area which includes large housing estates. Access to the premises is via a ramp. All children share access to a secure enclosed outdoor play area. The group is open each weekday from 9.00am to 11.30am and 12.30pm to 3.00 pm on Monday, Tuesday, Wednesday and Friday. An out of school club also operates each weekday during school term times from 8.00am to 9.00am.

The group is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the group at any one time. There are currently 48 children aged from two to five years on roll. The group is in receipt of funding for nursery education. The group currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are seven members of staff. Six staff have early years qualifications and one member of staff is currently working towards a Level 3 early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are able to make good progress towards the early learning goals through a varied range of activities that challenge and hold their interest. This is an inclusive group, where each child is recognised as unique and staff ensure that their individual needs are met. There is a strong working partnership with parents, other professionals and settings that deliver the Early Years Foundation Stage. Most of the effective procedures are well planned and implemented to ensure the group reflects on their practice to monitor the care and education of children.

What steps need to be taken to improve provision further?

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

- review records, policies and procedures required for the safe and efficient management of the setting: this relates specifically to the illness and injury policy and notifying Ofsted of a serious injury, accident or illness and also the daily attendance records to accurately show the hours of attendance of all children.

The effectiveness of leadership and management of the early years provision

The group has detailed procedures to ensure children are safe and their welfare is promoted, for example, effective recruitment and vetting procedures are in place. Staff have a good understanding of safeguarding children and of their role and responsibilities in reporting concerns. The group has systems to ensure that the majority of staff are qualified and suitable to work with the children and that their continued suitability is very well monitored. All new staff and students undertake an induction programme which includes examination of the policies and procedures. Staff regularly attend training to increase their knowledge and skills and attain higher qualifications.

Risk assessments of the premises are completed and are in regular use and review. Daily checks are undertaken on all parts of the premises that the children come into contact with and all areas are monitored by a designated staff member. All of the required policies, procedures and documentation are kept on the premises, together with details of the regulatory information regarding children's individual needs. The group implements their policies and procedures to ensure all aspects of children's welfare are protected. However, some required detail is not included in the illness and injury policy regarding keeping Ofsted informed of any occurrence of serious illness, accident or injury to a child. In addition, the daily record of attendance does not always show the actual time of arrival of any children who arrive after the registration session.

Partnership with parents is strong. They value the group and the care that their children receive. They are aware of the activities their children are provided with and receive newsletters on a regular basis. Parents attend consultation appointments with their children's key worker to discuss progress and examine their development files. Daily verbal communication between staff and parents helps to keep parents informed of their children's care and well-being.

The group has procedures for identifying any additional help required for the children and is aware of how to seek appropriate support from other agencies to ensure that each child benefits from a positive experience. A settling-in and admissions procedure means that children feel reassured by the staff, who create an environment which is warm and accepting of everyone. The group has developed methods to extend information shared with other settings that some of the children attend to avoid duplicating activities. In addition, staff ensure a smooth transition to school. They invite school teaching staff to visit and the children are taken to the school prior to their starting date.

The management has a strong attitude to the further development of the group. Through their process of self-evaluation the staff team identify their key areas for further improvement, for example, they have secured funding for improving and refurbishment of the outdoor area.

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

All children are fully included within the group because staff ensure children are able to access an exciting range of activities and equipment. Children cooperate with each other, sharing resources as they play together in the book corner and in their role play. Children choose a variety of writing materials and creative resources to make models, collages and displays. A current favourite creative activity is using glue, paint and card to create a large Christmas tree collage.

Children can access the resources as they are stored at low level and clearly labelled. Their technology skills are developed as they use the computer room to play colour matching and pairing games. Children are competent when operating battery powered musical toys and playing shape sorting games and jig-saws. The group celebrates various festivals, looks at other cultures and provides children with opportunities to taste different foods from around the world. Recently the children discovered aspects of Divali by making cards and practising writing in Hindi. The group has a wide range of equipment which reflects the diversity of society and children are encouraged to make choices and decisions. Staff skilfully engage with the children by talking to them and encouraging independence. For example, children access the toilet, manage their clothing and wash and dry their hands. They also help themselves to drinks and snack food in the 'always open' café-style food area.

Staff have detailed records on each child's progress and preferred methods of learning and activity. They work closely with the parents and ensure they have access to their children's development folders. There is a formal method of monitoring and evaluating the effectiveness of the activities provided for children to accurately measure children's progress in the Early Years Foundation Stage.

Children are learning about the wider world as they use natural material such as shells in their water play and grow plants in pots. They count and reason during every day routines such as working out how many current buns are left when singing their counting songs and hold up their fingers to count. Children use paint brushes, spatulas and scissors with increasing control and enjoy their sensory play with paint, play dough and sand.

Space within the group is well utilised so that children can choose their favourite activity such as reading books, current favourites are 'The gingerbread man' and 'What will the weather be like today?'. Children are able to move freely between activities both inside and outside and generally play companionably side by side. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food. Children are provided with healthy snack food during the day and others bring packed lunches when they stay lunch and the afternoon sessions. Food times are very sociable occasions with staff sitting with the children and chatting to them. The group makes effective use of the outdoor area and children have regular opportunities for physical activities such as singing and dancing to activity music.

Children are taken on walks and outings in the local community to enhance their sense of the world about them. Behaviour within the group is very good, children understand levels of acceptable behaviour and are learning to share and take turns. Staff manage behaviour in a calm, consistent manner and are positive role models. Children treat one another and staff with affection and respect. The confidence they develop through their time in the group ensures they are active learners, prepared for the future and will contribute to their literacy, communication and numeracy skills.

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	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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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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