

Pre-School 3 4 5

Inspection report for early years provision

Unique reference number

EY332221

Inspection date

19/10/2009

Inspector

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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

Pre-School 3 4 5 originally opened in approximately 1975 and was registered in the current premises in 2006. The setting operates from the 6th Beeston Scout Headquarters in Beeston, Nottinghamshire. The office is on the first floor and children have access to the sports hall, kitchen and the lobby area on the ground floor. The premises are fully accessible as there is a ramp and lift to access the first floor. There is a secure outdoor play area. The pre-school serves families from the local area.

The setting is registered on the Early Years Register to care for 30 children from two to five years and there are currently 47 children in the early years age range on roll. This includes children who receive funding for early education. The setting does share and seek information in partnership with other Early Years Foundation Stage (EYFS) settings the children attend or will transfer to. 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 during term time. Sessions are from 09.10am until 11.50am. Afternoon or lunch-club sessions operate on a flexible basis as required. The setting employs seven staff, three full-time and four part-time, who work with the children. Most of the staff hold appropriate early years qualifications and two members of staff are undertaking degree status qualifications. The pre-school is a committee run group and a registered charity. Day to day responsibility of the setting is delegated to the manager and staff. The setting receives support from a member of staff from the local authority and are members 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 from scratch each day to ensure children are happy and enjoy themselves as they engage in an extensive range of activities and make rapid progress in their learning and development. Some resources to develop awareness and skills for the future are inconsistently presented. 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 do or will attend. Knowledge of the EYFS requirements and evaluation of the service is generally effective through self-evaluation, with well-considered targets to update and improve for the benefit of the children and smooth running of the setting.

What steps need to be taken to improve provision further?

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

- increase children's access to resources which develop their awareness of diversity in society and skills which they require for the future
- ensure information provided to parents which relates to safeguarding and promoting the welfare of children consistently contains information which relates to current legislation and contact details for Ofsted.

The effectiveness of leadership and management of the early years provision

The committee and staff 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. Risk assessments and ongoing check sheets which promote children's well-being and safety in the premises and on outings such as to the library or local school are meticulously maintained by staff. Evacuation of the premises for fire safety is practised. Discussions with children about the 'five promises' relating to behaviour management and safety ensures children's understanding of safety is fully supported.

Partnerships are substantially promoted through discussion to meet children's needs and parents are encouraged to share what they know about their child's developmental progress, likes and dislikes in an 'all about me' document 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. Staff have actively sought training, including the use of sign language which is used daily by all children especially at register time, to enhance their knowledge and ensure children feel included in the setting. Partnerships with other agencies and schools in the area are extensive. Innovative opportunities have been created to ensure children who will attend the local schools are familiar with the premises and, in some cases the teachers, before transition. 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 'certificates of achievement' for each child given out each half-term. Staff have their own target to improve these systems and the sharing of information with parents and carers. Written policies and procedures are currently being updated by the committee to reflect the EYFS. However, some contain inconsistent information and phone numbers to contact the regulator.

Self-evaluation is ongoing and provides a clear picture of the setting. Some of the realistic targets to improve the service, especially in relation to children's understanding of the staff's expectations of behaviour have been purposefully promoted through the 'promises'. Children recall these, for example, why they must not run or speak in loud voices indoors but can do so outdoors as long as it is safe. The main play area in the sports hall has open doors to enable children to have free access to the considerable range of resources and activities, including those presented outdoors. An effective and efficient use of staff is ensured as they

operate with a higher than is required ratio to ensure the free-flow system is successful. Children develop their independence as they happily make their own choices about what they wish to play with. Posters, photographs and the 'celebration tree', where children's achievements are recognised such as sharing or joining in by using sign language, are used to decorate the play area. Relevant certificates and posters are displayed and policies and procedures which are available in six languages are presented on a table for parents. Healthy lifestyles are persistently promoted by staff who ensure the children have opportunities to play in the fresh air each day. Snacks, with options such as garlic bread, fruit or yoghurt are served 'café style' in the kitchen, often with a rota parent supporting the children. A jug of water is available for children to help themselves and in periods of hot weather children are offered frozen juice bars to keep them cool. The premises are well maintained and the staff successfully promote good hygiene practices to prevent the risk of cross-infection and use paper towels or electric dryers appropriately.

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 generally presented although there are some missed opportunities to fully promote diversity or children's skills for the future. There are no appropriate ethnic clothes for the range of Asian, Chinese and Black dolls. The opportunities for children to recognise their name in text and copy whilst at activities is inconsistent. With the support of staff from the local authority, the staff have been proactive in addressing the recommendations made at the previous inspection regarding the educational programmes. They have devised 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. Overall progress is comprehensively recorded.

Children develop a positive awareness of themselves and their needs. Their awareness of others has been enhanced and they are very considerate to other children. Equality of opportunity and religious, cultural and family background differences are promoted in most resources, in craft activities and the celebration of festivals. 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 enjoy building structures using shaving foam to 'cement' bricks or ask questions about pictures in books. They have access to a wide variety of books in the cosy book corner 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. Numbers are used at register time and children spontaneously use words such as longer or shorter as they play with pipes or

hoses outdoors. Children's access to textures and craft resources are extended to include flour or rice in the role-play corner where children pretend to bake and serve food. Imaginary play is extended outdoors where they enjoy being fire officers and dress up in real large boots, coats and helmets. They learn to climb and slide on the equipment outside and to push or pedal wheeled toys. The use of bats and balls develops other skills and on wet days they enjoy physical games and activities in the sports hall when all the other activities are packed away.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
The extent to which children adopt healthy lifestyles	1
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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