

Killamarsh Bears Pre-School c/o Killamarsh Sports Centre

Inspection report for early years provision

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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

Killamarsh Bears Pre-School has been registered since 2008 and is managed by a voluntary management committee. It operates from the sports and community centre in Killamarsh, North Derbyshire, and serves the local community. Children have access to a large playroom, a sports hall and a fully enclosed area for outdoor play. Access to the premises is via a small flight of steps or lift to the playroom.

A maximum of 26 children aged two to five years old may attend the pre-school at any one time and there are currently 35 children on roll. The pre-school is open five days a week during the school term only. Sessions are from 9am to 12.15pm on a Monday, Wednesday and Friday and 9am to 11.30am and 12 noon to 2.30pm on a Tuesday and Thursday, and children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-olds. The pre-school is registered on the Early Years Register. It currently supports children with special educational needs.

A team of six staff is employed to work with the children and all hold appropriate early years qualifications. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority. It has established links with other providers of early years care and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Positive partnerships with parents, carers and other providers provide a consistent approach to children's care and learning. Appropriately maintained documentation supports working practice, although some procedures do not fully reflect new legislation. Staff have started to reflect on the service offered, demonstrating a sound understanding of their strengths, and are starting to identify areas for improvement. Children have fun as they undertake a variety of interesting and challenging activities. Staff complete observations of the children's progress; however, planning, recording and observation systems are in their infancy.

What steps need to be taken to improve provision further?

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

- develop further planning systems to provide experiences which are appropriate to each child's age and stage of development as they progress towards the early learning goals
- monitor and review routines and the organisation of the pre-school to meet children's changing needs
- develop opportunities for parents to add to children's records
- review documentation, policies and procedures to ensure they reflect the Early Years Foundation Stage (EYFS) framework and are consistently shared

with parents.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a secure understanding of their roles and responsibilities for keeping children safe. All required information is available to parents and staff follow sound policies and procedures regarding safeguarding. Effective communication systems support ongoing discussion between parents and the pre-school. Staff attend child protection training as part of their ongoing training and development to ensure they keep up to date regarding changes to practice. Staff use regular meetings to share knowledge and develop a consistent approach to children's care and learning. Ongoing risk assessments of the environment identify and address dangers, minimising risks for children. Staff carefully supervise children and monitor all visitors to the pre-school.

The staff team work well together, demonstrating a secure understanding of routines. They are starting to reflect and discuss working practice to identify areas for development. An action plan is in place to prioritise and respond to previous actions and recommendations and the pre-school has addressed all outstanding safety actions successfully. The pre-school is working closely with their local authority improvement officer to address organisational, planning, assessment and observation systems to ensure they meet all children's needs. All staff hold relevant childcare qualifications and demonstrate a positive commitment to extending their knowledge. Parents' and children's views of the pre-school are encouraged, to contribute to the ongoing development of the pre-school.

Parents generally receive all relevant information regarding the pre-school and enjoy opportunities to share and contribute to their children's learning. Noticeboards, regular newsletters, photographs and displays regarding the EYFS framework keep parents informed about the pre-school, although not all documentation is up to date. The pre-school welcomes parents' involvement in their children's learning and development; however, systems for them to contribute to progress records are still in their infancy. Parents are complementary about the pre-school and the service offered, finding staff approachable, and state that their children enjoy attending the pre-school and that they are happy and settled. Good links are forged with local schools to ensure a consistent approach to children's care and development. Teachers from local schools visit the children at pre-school and the children in turn visit school prior to admission.

Children easily access a wide range of challenging and stimulating resources, making clear choices throughout sessions. Systems are in place with other professionals to support children with additional needs in consultation with families. Children see positive images around the pre-school and receive support to develop positive self-esteem. Children's individual needs are respected by staff, who help them to learn respect for others and develop their awareness of differences.

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

Staff use their secure knowledge of the EYFS to implement a key-worker system that enables children to attain satisfactory outcomes in all areas of learning. Children's observations include some photographs and staff are starting to link these to the areas of learning and identify individual children's next steps. These systems are still being developed to ensure they meet the needs of all children attending. Activities and resources are attractively presented to children, encouraging them to make choices and follow their own interests. The environment is organised to offer space for quiet times and construction, creative and imaginative play. Children laugh as they explore tactile experiences and textures, squeezing foam through their hands and hiding animals in wood shavings. They chatter together as they pour water and sand into different-sized pots and buckets, showing off the finished product with pride. Children are developing their independence and social skills as they make choices and negotiate roles in the post office. They cooperate together as they take turns to work behind the counter, deliver letters and agree roles and responsibilities.

Children happily undertake a variety of enjoyable and stimulating activities and experiences as they move around the pre-school with increasing confidence. They receive appropriate support to extend their learning and undertake tasks suitable to their ages and abilities. Children are confident as they approach visitors and invite them to join in their games. They are curious as they investigate the computer and take turns in pushing buttons to see what happens. Children are well settled and happy in their environment as they have established warm and caring relationships with staff and their peers. They play happily with their friends as they are secure and safe in their surroundings. Children are supported and reassured with cuddles and distraction as they settle into their environment.

Children listen with interest to stories and what each other has to say at register time. They are starting to value and respect each other, showing consideration for their friends and helping younger children to complete tasks. On the whole children's behaviour is good, as they understand pre-school rules and follow agreed practice. Children are competent mark makers as they form recognisable letters and numbers, making lists in role-play situations. They are well supported to use numbers and recognise numerals as they complete simple and more complex puzzles and play matching and sorting games. They make patterns with paint and in shaving foam and they build tall towers from bricks. Children are well coordinated as they climb large apparatus and move furniture around the pre-school, carrying chairs with care. They take care as they use scissors with increasing dexterity and shake glitter onto pictures to make sparkly patterns. Children explore their natural creativity as they investigate and experiment with a variety of craft materials.

Children are learning how to keep themselves safe as they negotiate around the pre-school both indoors and outside. They have great fun as they run and jump in the snow, while taking care not to slip on the ice. Children enjoy throwing and kicking balls in the large sports hall, and develop their physical skills as they run

and jump on soft play equipment. Routines are organised to provide children with an assortment of activities and experiences, although on occasions group times can be a little chaotic and do not always meet individual children's needs.

Children enjoy healthy and nutritious snacks as they sit together in small groups for fruit, toast, water and milk. They are encouraged to try new tastes and are starting to learn about healthy lifestyles as part of topics. Older children have limited opportunities to help pour their own drinks and extend their independence at snack time. They learn appropriate hygiene practice as they take themselves to the bathroom and get tissues as needed. Children are developing their understanding of diversity as they engage in a broad range of activities that includes planning for festivals and special events. They are encouraged to talk about home and share personal experiences with their friends.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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