

Young Generation Pre-School

Inspection report for early years provision

Unique reference number	256853
Inspection date	15/09/2009
Inspector	Lynne Kauffman

Setting address	Ashton Road, Westwood, Peterborough, Cambridgeshire, PE3 7ER
------------------------	---

Telephone number	01733 265900
-------------------------	--------------

Email	
--------------	--

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Young Generations Pre-School is a voluntary committee run group, which was established in 1970. It operates from rooms within a building situated on the Highlees Primary School site and serves the local area. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:30 and from 12:15 to 14.45, term time only with the exception of Friday when the session for three- and four- year-olds runs from 09:00 to 14:00. All children share access to a secure enclosed outdoor play area. There are currently 33 children aged from two to under five years on roll. Of these, 22 receive funding for nursery education. The pre-school currently supports a number of children who speak English as an additional language. There are three full-time members of staff to run the sessions. In addition there is a staff member to support children with additional or special educational needs and/or disabilities and five voluntary staff members who work on a rota basis. All paid staff hold an appropriate early years qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has good provision, where each child is extremely happy and confident in its well-organised surroundings. Leadership and management is exemplary. All activities challenge children to help them make good progress towards the early learning goals. A very effective method for gathering information on children's progress is kept in their record of achievement. There is appropriate support provided for the diversity of cultures who attend and this ensures equality of opportunity for all. Staff undertake robust self-evaluation through discussions. This has recently developed into a more formal self-evaluation, led by the manager and committee, which feeds into ambitious improvements. All previous recommendations are met illustrating the settings good capacity for sustained improvement.

What steps need to be taken to improve provision further?

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

- provide opportunities for parents to be regularly informed of their child's learning and progress 31/12/2009
- ensure snack time and other group activities are organised effectively to support children's social skills and develop other areas of learning 31/12/2009
- develop systems to ensure that staff have regular opportunities to discuss planning of activities and to monitor and evaluate the setting. 31/12/2009

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

- improve training to enable all staff to acquire skills in monitoring and evaluation
- pursue the improvement of the pathway at the side of the play area
- improve communication with parents to build on children's prior experiences

The effectiveness of leadership and management of the early years provision

Outstanding leadership and management ensure the pre-school runs smoothly and effectively. Stable staffing gives parents and children confidence and there is a strong family bond within the pre-school. Parents expressed their appreciation of the staff. One parent explained, 'Staff are supportive of parents as well as the children.' An accessible file provides clear policies and procedures as well as guidance for staff and parents which ensure children's welfare and learning are appropriate. The effective pre-school committee modifies the policies on a bi-annual basis to match children's needs and to ensure that they meet statutory requirements.

The setting runs smoothly on a daily basis. All previous inspection actions have been addressed. During the recent absence of the manager, the deputy manager and the pre-school team of dedicated staff ensured the service they provide continued to be inclusive for all families. All planning and documentation is set out in the entrance to the pre-school, reflecting the diligence and care that the staff commit to in their planning whilst ensuring that parents and carers are well informed. The displays are attractive and informative and include specific planning such as recent work for the 'clever caterpillars' and 'beautiful butterflies'. Advice for when to keep sick children away from pre-school provides parents with the confidence to make informed decisions about attending after a child has been ill.

The well-organised setting is safe and secure, although there is an uneven pathway in the play area which the staff are aware of and plans are in place to monitor and improve this. Resources are excellent and well maintained, and they are safely stored and accessible to help children develop their independence. The setting has a good range of construction toys and resources to support children's understanding of other cultures.

Parents and carers are valued for their contribution as partners and volunteers. In some cases, parents help with translations and use of their home language. Links with parents are positive in the main, although requests for information from some parents about their children's needs and interests are difficult to ascertain. A few parents volunteer to be working mums at the setting. There is good health and safety risk assessment to ensure children are safe and secure. First aid provision is in place and monitored by the health and safety officer. Excellent safeguarding procedures fully meet statutory requirements and guidance.

There is a common sense of purpose in the staff team. Regular chats with parents

when they arrive to collect their children help to resolve problems that have occurred during the session and these are recorded. Parents are very pleased with the information they receive about their child, several parents paid tribute to the efforts of the staff team in this respect, for example one commented, 'This club is very good, our children feel safe and happy'. Self-evaluation is recorded and is developed by the setting's manager with support from other stakeholders and a supportive local authority. The pre-school has effectively identified a need to improve training especially in the area of monitoring to ensure that the staff make sharper evaluations of their work. The staff respond well to their reviews and most are keen to improve their qualifications. A complaints procedure is in place and shared with parents.

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

Children feel safe and secure. During free play they get involved in many different activities, for example, watering the vegetables they have planted and initiating games with leaders or other children. These are successful in developing the children's interests and give them special responsibilities so they are contributing to the setting and its community. A lively and enthusiastic atmosphere meets the needs of all children. The staff plan a wide range of stimulating, creative projects that challenge learning. A good range of energetic individual and paired games encourage physical development. The children explore painting, modelling with play dough and play with large and small toys, so they are learning to be creative and cooperate well with others as they share resources. The children know how to look after themselves because they develop a sense of self-worth and responsibility towards others. They progress well in developing personal and social skills as they explore the home corner and early reading and writing skills at the writing table. Snack time is a very important activity and contributes well to children's social development. Eating together as a group helps children to enjoy each other's company and they develop good habits and routines such as hand washing before eating, all of which have improved well since the previous inspection. They enjoying sitting together in a group for their snack and have interesting discussions on food likes and dislikes. The pre-school staff keep a record of food allergies so there are no problems in meeting children's individual needs. Fun-filled, energetic, individual and team games stimulate physical development well and help children learn to play together and understand fair play.

Children rapidly develop positive self-esteem and confidence. One parent commented, 'My daughter is in her second year and has gained so much confidence that she looks forward to school'. The many opportunities for child-initiated play allow their imaginations to race and exciting outcomes are produced in children's pictures and writing. The lively activities in the pre-school enable children to progress across all areas of learning and development. Individual files of the children's assessments are up-to-date and provide an accurate record of children's achievements. Children of all backgrounds and abilities make good progress.

Learning through play is the bedrock of the pre-school activities. Curriculum planning is good and well illustrated for easy access for staff and parents. Storybooks and discussions enrich children's knowledge and understanding of the world. These activities spark their imagination, in particular, the children love the interactive stories about 'Dudley' the children's favourite puppet character. Children are proud of their work and want to take it home. Staff keep observations and photographs of children's work to check on children's choices of activities and to encourage new challenges when planning. Staff work seamlessly as an outstanding team to create a safe and welcoming environment. They plan creatively to build on children's interests and experience. The pre-school is successful in encouraging parents and carers to support their children's learning in both the setting and at home. Outstanding leadership and management ensure the pre-school runs smoothly and effectively. Stable staffing gives parents and children confidence and there is a strong family bond within the pre-school. Parents expressed their appreciation of the staff. One parent explained, 'Staff are supportive of parents as well as the children'. An accessible file provides clear policies and procedures as well as guidance for staff and parents which ensure children's welfare and learning are appropriate. The effective pre-school committee modifies the policies on a bi-annual basis to match children's needs and to ensure that they meet statutory requirements.

The setting runs smoothly on a daily basis. All previous inspection actions have been addressed. During the recent absence of the manager, the deputy manager and the pre-school team of dedicated staff ensured the service they provide continued to be inclusive for all families. All planning and documentation is set out in the entrance to the pre-school, reflecting the diligence and care that the staff commit to in their planning whilst ensuring that parents and carers are well informed. The displays are attractive and informative and include specific planning such as recent work for the 'clever caterpillars and 'beautiful butterflies'. Advice for when to keep sick children away from pre-school provides parents with the confidence to make informed decisions about attending after a child has been ill.

The well-organised setting is safe and secure, although there is an uneven pathway in the play area which the staff are aware of and plans are in place to monitor and improve this. Resources are excellent and well maintained, and they are safely stored and accessible to help children develop their independence. The setting has a good range of construction toys and resources to support children's understanding of other cultures.

Parents and carers are valued for their contribution as partners and volunteers. In some cases, parents help with translations and use of their home language. Links with parents are positive in the main, although requests for information from some parents about their children's needs and interests are difficult to ascertain. A few parents volunteer to be working mums at the setting. There is good health and safety risk assessment to ensure children are safe and secure. First aid provision is in place and monitored by the health and safety officer. Excellent safeguarding procedures fully meet statutory requirements and guidance.

There is a common sense of purpose in the staff team. Regular chats with parents when they arrive to collect their children help to resolve problems that have

occurred during the session and these are recorded. Parents are very pleased with the information they receive about their child, several parents paid tribute to the efforts of the staff team in this respect, for example one commented, 'This club is very good, our children feel safe and happy'. Self-evaluation is recorded and is developed by the setting's manager with support from other stakeholders and a supportive local authority. The pre-school has effectively identified a need to improve training especially in the area of monitoring to ensure that the staff make sharper evaluations of their work. The staff respond well to their reviews and most are keen to improve their qualifications. A complaints procedure is in place and shared with parents.

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	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	3
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----