

Stretton @ Fourfields

Inspection report for early years provision

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EY218231

Inspection date

22/09/2009

Inspector

Andrew Clark

Setting address

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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

Stretton Pre-School opened in 2002 and is run by a voluntary committee. The setting operates from two rooms in a purpose-built community building in the grounds of Fourfields Community Primary School in Yaxley, Peterborough. The setting supports children with special educational needs and/or disabilities. A maximum of 52 children aged from two to eight years may attend in any one session. There are currently 66 children on roll. Of these 44 are in receipt of funding for nursery education. The sessions run from 9.00 am to 3.00 pm five days a week, term time only. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are 15 members of staff including the manager. The manager holds a Level 3 qualification and is working towards Level 4. The majority of the remaining staff also hold at least Level 3 qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Inclusion is good because of the high quality of well planned support for children with special educational needs and/or disabilities and the very good relationships with parents. This contributes to the good progress children of all abilities make towards the early learning goals. The Pre-School staff rigorously develop all aspects of provision to a high standard and there is a good commitment to professional training and development. As a result, the Pre-School's capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- improve the provision to extend the challenge to children's physical development
- develop children's experience and appreciation of modern technologies

The effectiveness of leadership and management of the early years provision

The manager and her staff are fully committed to ensuring they meet the high standards in all their work. Systems of record keeping and organisation are very good and underpin the effective work of the Pre-School. All policies and procedures are succinct, current and easy to understand. They are available to parents and many are included in the induction pack. There are rigorous procedures for keeping children safe and ensuring all staff are suitable people to work with children. Self-evaluation is good because provision and outcomes are closely

monitored and lead to precise areas for improvement. The views of parents and children are reflected in planning for the future. Good links with other pre-school organisations and schools has a good impact on the induction and transition arrangements for children and the quality of resources.

The partnership with parents and other providers is good. Detailed information is collected before children start at the setting and this is used well to plan for future learning. Parents appreciate the accessibility of staff and the warm welcome they receive. Regular meetings with parents and frequent newsletters ensure they are well informed about their children's progress and how they can contribute to it. Very good relationships with the host school contribute to providing a safe and secure environment and developing planning and assessment procedures.

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

Children are happy and make good progress towards the early learning goals. Some children make outstanding progress, especially in their personal development. The staff accurately assess the level of children's skills when they start in the Pre-School because of the very good information parents provide. There are thorough procedures to track children's development throughout their time in the setting. Staff make good use of this information to plan for their next steps in learning and help them achieve well regardless of their ability. Children build good relationships with all adults and other children because of the good examples and encouraging manner of all staff.

The classrooms are bright and stimulating and all areas of learning are promoted. Sessions are carefully planned so children can select their own activities and make decisions about their own learning. Staff's questioning skills are good and support children's good learning and development of speaking skills. Mark making and counting skills are developed in fun ways throughout the day. For example, children 'write' shopping lists for buying their vegetables at their fresh grocery stall following a visit to a local garden centre. They count coins and use cash registers to buy the vegetables. Children are introduced to letters and sounds in short, fun sessions. There are good role-play areas where children 'answer' phones and take messages. However, they do not have many opportunities to develop an awareness of modern technology. Children not only eat healthy snacks but plan their own menus and enjoy trying foods from different cultures. Children have an appropriate understanding of the values of healthy living. The outside area is well organised and offers activities for all areas of learning. However, the space is limited and restricts opportunities for vigorous and imaginative physical play. Children make good progress in staying safe. They remember to wash their hands before eating and take care to keep work areas tidy and avoid hazards. Throughout the Pre-School, displays and resources help children learn about the diversity in modern life. Children with special educational needs and/or disabilities work and play alongside others and staff are very skilful at asking questions to promote their understanding.

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

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

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	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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