

Otterburn Pre-School

Inspection report for early years provision

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Inspector Norah Waugh

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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

Otterburn Pre-School has been operating since 1994, and was re-registered in December 2007 under North Tynies Childcare Ltd, a private company which is part of the North Tynies Children's Centre. The group is located near the town of Otterburn, within Otterburn First School hall, and has access to an enclosed outdoor play area. The group is open four days a week during school term time. The breakfast club runs from 8.00am until 09.00am on Mondays, Wednesdays and Thursdays when the demand is there. The pre-school runs from 9.00am until 11.30am on Mondays, Wednesdays and Thursdays, and from 12.45pm until 3.15pm on Fridays. These sessions can be combined flexibly with ones at other North Tynies Centres. Transport is provided between venues.

The setting is registered for a maximum of 24 children aged two to under eight years old, of whom a maximum of eight may be under three years old at any one time. Children up to the age of nine years are also able to attend. The setting is in receipt of funding for the provision of free early years education. The group supports children with special educational needs and/or disabilities, and also those who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary part of the Childcare Registers. Both staff members, the manager and deputy manager, hold appropriate early years 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.

The quality of the provision is good. The setting has a warm and welcoming atmosphere where children play happily with each other and with staff who value and respect children. All children are included and encouraged to join in the activities provided. The pre-school benefits greatly from access to the related Children's Centre's services and professional development opportunities. Practitioners work hard to provide a wide range of play activities for children in the school hall but some opportunities, particularly to develop reading and writing skills, are limited. Issues from the last inspection have been addressed and the manager has identified areas to improve further.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to develop reading and writing skills through play
- develop the curriculum to give regular opportunities for children to engage in investigative and messy play.

The effectiveness of leadership and management of the early years provision

Effective systems and routines mean that the environment is set up quickly in the morning ready to welcome children. Thought has been put into ways of encouraging a sense of belonging and independence for children in a shared space. Relationships are very good, being both respectful and friendly. The key worker system operates well. As part of the wider North Tynies Childcare group, systems for recruitment and induction are thorough and supportive. There is a commitment to quality improvement and professional development that practitioners benefit from. They have a good knowledge of the Early Years Foundation Stage.

Very good policies and procedures are in place to ensure that children are safe and secure. This includes careful risk assessments and safeguarding policies. Child protection issues are understood well. Systems for keeping children safe are rigorous and reinforced in the nursery. Practitioners are also very good at helping children learn to keep themselves safe, for example, when road safety drills were practised before crossing the car park.

Staff are valued and supported in obtaining additional qualifications. Ratios are good so children receive plenty of individual attention. Self-evaluation is supported by the childcare group. It is thorough and informative but some of the judgements are too generous particularly around the quality of play and learning. Both as a group and as a team in the nursery, priorities for future development have been identified.

Partnerships with parents are good and parents are consulted and listened to, although involving them directly in their children's learning is still at an early stage. Parents are encouraged to be involved in the wider Children's Centre activities. The opportunities afforded by being part of a Children's Centre are used extremely well to enhance the quality of provision for children and the support for and flexibility offered to families.

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

Planning is clearly linked to the Early Years Foundation Stage guidance, covering all areas of learning and suitably adapted to meet the needs of both younger and older children. Key workers keep a close watch on the progress of their children, and learning journals are developing well. Next steps for children are now identified in them but the focus is on skills and the evaluative elements are still in the early stages of developing. Personal, social and emotional development is very good. Children show real enjoyment and laughter, play well together and are very independent. The good quality outdoor environment is used every day. Children dressed in suitable clothing, playing in icy puddles, running away from the bear, were both learning and having fun. The provision indoors is not as exciting. It is well organised and includes role play, creative activities, a comfortable book corner

and table top activities. Opportunities for large construction, investigative and messy play are limited. Spoken language is supported well. Practitioners are well trained and understand how to encourage children's own language with careful questioning and suggestions. Opportunities for reading and writing are available, as when children self register, but are limited and not embedded in every day practice.

Children behave very well and follow rules designed to keep them safe. This is supported by practitioners who discuss reasons with children, carefully explaining why they need to behave in certain ways. Water is easily available throughout the session and a snack of milk and fruit encourages children to be healthy. All routines related to hygiene, including regular hand washing, are in place. The nursery is in rural area and practitioners are aware of the need to broaden children's awareness of the wider world. They do this with a programme of visitors and visits, alongside some well chosen activities such as an indoor beach.

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	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

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