

# Sydenham Road Under Fives

Inspection report for early years provision

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<b>Type of setting</b>	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

Sydenham Road Under Fives Pre-School is a registered charity which is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It opened in 1957 and operates from a hall and a side room at church premises in Totterdown, Bristol. The pre-school is open each weekday from 9.15am to 12.15 pm during school term time.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children, including those in the early years age range, may attend the pre-school at any one time. There are currently 37 children aged from three years to under five years on roll. The pre-school currently supports a number of children learning English as an additional language.

There are six members of staff; of these, one holds qualified teacher status and five have appropriate early years qualifications. Staff are supported by parents helping on a regular basis. The pre-school operates in line with aspects of the High/Scope educational philosophy and provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers an inclusive environment where children settle to be secure and happy. Well developed knowledge of children's individual needs ensures that the caring and enthusiastic staff successfully promote most aspects of children's welfare and learning. As a result, children make good progress, given their age, ability and starting points. Children are safe at all times and enjoy the pre-school's emphasis on bringing the outside in as there is no on-site, outdoor play area. Many aspects of the partnership with parents are well developed, and systems are identified to make links with agencies and other providers with whom children have contact. Careful reflection ensures that plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

## What steps need to be taken to improve provision further?

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

- plan outings to be taken on daily basis unless circumstances make this inappropriate, for example, unsafe weather conditions
- consider the pre-school routine and further develop the use of small groups to increase children's concentration and independent learning
- build links with all other providers offering the Early Years Foundation Stage and extend two-way contact with parents and carers to ensure all adults communicate and work together for the benefit of each child to increase

continuity in their learning.

## **The effectiveness of leadership and management of the early years provision**

The pre-school is well organised overall. There is a strong staff team who communicate well together and are clear about their roles and responsibilities within the group. Good systems are in place for staff recruitment, vetting and regular appraisal, ensuring that the adults' strengths and areas for development are identified. As a result, the adults are enthusiastic and motivated to develop what they offer to the families using the setting. Children are well cared for in secure premises. They are effectively safeguarded through staff knowledge and understanding of required procedures for child protection should any concern arise. All required policies, procedures and records are clear and up to date to reflect the day-to-day practice and contribute to the children's well-being. Staff carry out comprehensive risk assessment using daily check sheets to show that all areas have been assessed for their safety and suitability.

When required, the pre-school liaises well with external agencies to exchange information for the care of children with additional needs. A number of children attend other registered settings; links with some of these providers have been built so that all adults involved with the children are aware of any concerns and that activities offered complement each other in meeting children's individual needs. Overall, the partnership with parents and carers is good. There is regular exchange of information through informal feedback from the children's key persons during sessions, useful letters and attractive information boards; this enables staff to effectively meet children's individual needs. Parents know that they may view the children's learning records at any time, though systems are not fully developed to share these regularly and to encourage families to contribute. Parents are proud of the group and speak well of the high quality of care their children receive. They feel well involved in the children's learning as they choose items together, including story sacks, baby photographs and dressing-up clothes connected with a favourite book.

The staff reflect together on their practice and have a realistic understanding of their level of provision. They successfully involve many parents through discussion and a questionnaire; children's views are gained through their play responses and as they recall what they have enjoyed and would like to do in their next session. The recommendations raised at the last inspection have been fully addressed, regarding children's health and safety and links between planning and observations of children's play, showing a commitment to continuous improvement. Staff confidently recognise the pre-school's strengths and effectively identify a number of areas where they could develop further. Recently, for example, work has been started on monitoring the children's achievements in greater detail to help them progress and develop their interests. The indoor areas are thoughtfully refurbished so that effective use is made of good quality resources to support children's choices and progress in a safe, happy environment.

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

The good quality of children's learning and development is enhanced because the staff know their children very well to provide a rich, stimulating environment in which to play and learn. Good use is made of the well-planned inside areas to enhance children's experiences across the six areas of learning. As a result, children settle to be busy, engaged and achieve well in their learning, though their concentration and independent learning are not maximised by the routine and use of small groupings. Good focus is given to promoting children's sense of belonging and recognising each child's unique qualities. For example, the staff provide an intimate atmosphere to settle children as they arrive. They monitor each child's learning and progress well because ongoing observations and assessments are clearly focused on children's interests. These link closely to the Early Years Foundation Stage and identify possible lines for development to inform planning and challenge and extend their learning. Plans are purposeful and rooted in children's next steps and their interests arising from the previous day.

Children make their own choices about where they play and about the challenges they set themselves to extend their learning. From a young age, children develop good early skills and actively explore their surroundings with curiosity and interest to become inquisitive learners. They laugh and smile with excitement as they investigate an extensive range of media and materials to challenge and enhance their creativity and sensory experiences. They have immense fun investigating soil, jelly and paint; they explore their reflections in the mirror, and are keen to join in with music as they move with the rhythm and sing, for example to 'Frère Jacques'. Staff encourage new language and develop early communication well by extending children's conversation and introducing new words, such as 'pumpkin' and 'kiwi'. They are challenged to use all their senses, for example, to taste and smell different fruits. They confidently explore and investigate for themselves as they work together to create structures, such as 'castles' and group paintings.

Children are imaginative, benefiting from well-planned resources based on their interests and experiences. For example, they take on various roles in the imaginative areas where very good resourcing and support from staff further extends their play ideas. Children show pleasure in sharing their experiences and clearly communicate their feelings about their activities, for example, when engrossed in self-made books about themselves. They freely express themselves to describe ingredients to make play dough and baking mixtures. They are keen to practise early mark making at the 'writing table'. All children enjoy excellent access to technology equipment, including a listening centre to extend their skills for the future; they are well involved in the staff's commitment to sustainability by using recycled materials and grow their own vegetables and fruit. Good use is made of spontaneous and routine opportunities for children to solve problems. For example, they enjoy number songs, count the number of dough pieces and say how many more plates are needed at the snack table.

Good steps are taken to prevent the spread of infection ensuring children's health and well-being are actively encouraged and promoted. They benefit from nutritious

snacks and enjoy daily, indoor opportunities to be physical and develop new skills as they eagerly explore the challenging equipment to throw, catch, kick, climb and balance. Children enjoy daily outings in the summer, though go out less often at other times of the year. They demonstrate confident understanding of the importance of regular exercise, healthy food and good hygiene practices on their personal well-being through regular discussion, for example, knowing that they 'get germs'. Clear questioning from adults empowers children to think about safe practices and learn to keep themselves safe. As a result, they handle a wide variety of tools safely, practise team work to tidy away their toys and use a 'woodland area' responsibly to look for mini beasts and leaves. Children learn to manage their own behaviour well because they take an active role in discussing the rules and boundaries for helpful behaviour. Consideration of each child as a special person, and frequent praise during play and daily routines, effectively promote children's self-esteem and give value to their achievements. As a result, children are well motivated and behaved.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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