

# Armitage Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	218087
<b>Inspection date</b>	18/01/2010
<b>Inspector</b>	Julie Mary Preston

<b>Setting address</b>	Armitage Village Hall, Shropshire Brook Road, Armitage, Rugeley, Staffordshire, WS15 4UZ
<b>Telephone number</b>	07855721858
<b>Email</b>	
<b>Type of setting</b>	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 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto: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: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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).

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

Armitage Pre-school operates from three rooms within Armitage Village Hall, in Armitage, Staffordshire. The pre-school serves Armitage and surrounding areas. It operates each weekday morning during term time 09.45 am until 12.15 pm.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 28 children aged from two to five years on roll. The pre-school is in receipt of funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

There are six members of staff, five hold appropriate early years qualifications to at least NVQ Level 3 and one member of staff is currently attending training for NVQ Level 3. The setting receives support from a teacher/mentor from the local authority

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide an inclusive and welcoming environment where children are happy, confident and enjoy their time at the pre-school. The staff have a sound knowledge of children's individual needs and preferences enabling them to ensure that they make good progress in their learning and development within most activities. Effective partnerships with parents, the local school and other agencies ensure children's needs are met well. The staff team are committed to continually improving their practice through ongoing self-evaluation and training. A good range of policies and procedures are fully understood and implemented well by the staff team.

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

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

- ensure information is sought from parents for all children in advance of a child being admitted to the provision, regarding who has legal contact with the child; and who has parental responsibility for the child
- 02/02/2010

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

- extend opportunities for personal independence, specifically relating to snacktime

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

Safeguarding is addressed as systems identified and implemented within the setting ensure this. For example, the group provide a wide range of policies and procedures to support this, such as health and safety, fire instructions, uncollected child, child protection, sick children and safeguarding. Staff regularly update training on child protection and safeguarding with nominated persons identified to oversee child protection issues. This ensures children are protected as staff have a good knowledge of procedures to follow if any child protection concerns arise regarding children in their care and are aware of signs to be vigilant for.

Appropriate procedures are implemented well to assess the environment both inside and out, as staff undertake regular risk assessments and daily safety checks. Detailed recruitment and vetting of staff and committee members is undertaken to ensure that adults are safe and suitable to work with children.

Staff have a good understanding of the Early Years Foundation Stage (EYFS) and are highly committed to continuous development through ongoing training. They complete plans reflecting this and undertake assessments and observations of children to enable all children to make good progress whilst enjoying their time at the setting. The group also works in partnership with local schools, childminders and other agencies when required to maintain a two way flow of information in most instances to enable them to effectively meet the needs of all children who attend. Equality and diversity is appropriately fostered to ensure that no child is disadvantaged, as resources, activities and opportunities support this. Partnerships with parents are good as staff work closely with them to ensure the individual needs of children are well met. An effective key worker system ensures information is shared regularly and parents receive feedback on a daily basis, with notice boards and regular newsletters used to supplement this. Parental questionnaires are undertaken routinely and used as a tool for the group to improve practice. Parents who use the setting stated they were very happy with the care their children received and that they received regular feedback from staff within the group.

Leadership and management of the setting is good, the manager and staff work closely together as a motivated and committed team to promote the welfare, learning and development of children who attend. A good range of resources is available, that includes items that reflect cultural diversity and disability. These are used effectively by staff to promote children's enjoyment of activities they participate in. The manager provides clear guidance to her staff and a good range of policies, procedures and records are implemented effectively in most instances to promote the smooth running of the pre-school. However, individual children's records lack detail in most instances of who has parental responsibility and legal contact for children attending. The deployment of staff within free play and adult-led activities is strong, enabling them to support children well in their individual learning and development. They have a clear understanding of their roles and responsibilities, undertaking tasks independently.

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

A warm, welcoming, child-friendly environment is provided for children with a good range of resources that cover all areas of learning available daily. Staff provide a good balance of adult and child-led experiences within each session, skilfully engaging children and supporting children's learning well. Children are eager to enter the group, they enjoy the warm and caring relationships developed with staff, they make choices and are interested in the activities available. They happily navigate the room independently selecting activities they wish to participate in from the wide variety provided at their level, then move on to the next activity, showing enthusiasm and motivation to learn. For example, two children enjoyed using the number programme on the laptop, working together to identify which number comes next in the sequence up to 15, then moved on happily to create a snowman picture with a member of staff. However, children's independence is compromised within the snack time session as they are not provided with opportunities to do things for themselves. Children show care and concern for each other and are forming good relationships with staff and one another. They are well behaved and respond well to staff's management of their behaviour, enjoying receiving praise and encouragement for their achievements.

Children use their imagination well and use writing for a variety of purposes, spending extended periods of time in the mark-making area. They play together well, independently developing their social skills. For example, children enjoy dressing up and acting out roles within the home corner. Children thrive as staff spend the majority of time at their level, developing good language skills as staff continually talk to them about what they are doing and expertly extending their play and enjoyment of each activity through discussion and questioning. For example, encouraging children to follow a pictorial guide of how to build a butterfly within the construction area. Children are encouraged to adopt a healthy lifestyle in many ways as the staff encourage them to be active, eat healthily and to implement good hygiene practices. For example, children are encouraged to eat a range of fresh fruit within snacks. Children are encouraged to learn about safety in a variety of ways, such as, developing their understanding of road safety as they walk around their local environment, making them aware of any potential hazards within the pre-school and making them aware of stranger danger. The premises are clean and well maintained, with the group encouraging healthy practices. For example, encouraging good hand washing practices, free access to drinking water, healthy eating and physical play to encourage children to adopt a healthy lifestyle. Children enjoy opportunities to be creative in a variety of different ways, such as, within art work, movement and construction.

Children's understanding of equality and diversity is promoted as resources, activities and experiences support this. For example, resources promote positive images and children learn about and celebrate a range of festivals, such as, Diwali, Chinese New Year and Christmas. Children make good progress in their learning and development as they are encouraged to be independent and confident learners. They are regularly observed and assessed across all areas of learning. Planning reflects a good range of learning opportunities across all six areas of

learning and includes differentiation between the differing age groups that attend. Regular observations are made by staff in order to monitor children's progress and contribute to the assessment process. Staff update assessments regularly, using them as a tool to assess strengths and weaknesses and to enable the staff to appropriately plan for children to develop skills for the future and extend the learning and development of all children in their care. As a result all children are making good progress in their learning and development.

## 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	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
--	---

### 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

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](http://www.ofsted.gov.uk)

