

Pennymoor Pre-School Nursery

Inspection report for early years provision

Unique reference number	218200
Inspection date	19/01/2010
Inspector	Shirley Delaney
Setting address	Community Centre, 26 Pennymoor Road, Wilnecote, Tamworth, Staffordshire, B77 4LG
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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

Pennymoor Pre-school Nursery is operated by a voluntary committee of a registered charity. It was registered in 1981. The setting operates from the community centre building in the Stoneydelph area of Tamworth. The setting serves the local area. It has strong links with the local school. Children have access to an enclosed outdoor area. The nursery opens Monday to Friday during school term time only. Sessions are from 9.00am until 12.45am. Children are able to attend for a variety of sessions.

The setting is registered to care for 26 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 39 children attending who are within the Early Years Foundation Stage. The setting receives funding for free early education for children aged three and four years.

There are seven members of staff who work with the children. Of these, five hold appropriate early years qualifications. The manager is currently undertaking a foundation degree course. The setting receives support from the local authority early years advisory team and has close links with the local Health Visitor.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their learning and development, although not all staff are secure in their knowledge of how to make firm links between observation, planning and assessment. Partnership with parents and carers widely promote consistency in the care children receive, but working relationships are not firmly established with other settings attended by children the in Early Years Foundation Stage. Policies, procedures and records are in place which in most respects supports children's welfare. A process for self-evaluation is in place which is influenced by other interested parties and identifies areas of strength and those for improvement within the provision.

What steps need to be taken to improve provision further?

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

- develop risk assessments to ensure all risks for children are effectively identified and minimised. (Suitable premises, environment and equipment) (This also applies to the compulsory and voluntary parts of the Childcare Register)
- 05/02/2010

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

- develop further staff knowledge of the foundation stage with particular reference to creating secure links between observational assessment and planning
- develop further a system for sharing relevant information with other settings where children receive care and education within the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Staff have suitable knowledge of child protection procedures, they are aware of their role and responsibility with regard to identifying and reporting child protection concerns. Records, policies and procedures are in place and largely support children's welfare. For example, the setting has adopted secure systems for the vetting of suitability of adults caring for children and the maintenance of staff records. However, whilst risk assessments and daily checks are completed, they do not comprehensively identify all risks and hazards for children within the provision and as a consequence children's welfare is not fully promoted.

The committee members play a supportive role to the manager. Alongside the management team they demonstrate a commitment to continual improvement of the provision, which is demonstrated through the action taken to meet areas for improvement highlighted at the previous inspection. The manager has formalised a process for self-evaluation that is influenced by other interested parties such as staff, committee members, children and their parents. The process completed supports changes being made that are beneficial in promoting outcomes for children. Staff are deployed effectively across the setting to support children as they play. They have attended training which is targeted to addressing specific areas identified for improvement. For example, there is currently a focus on developing and strengthening the processes in place for gathering information using observational assessment to influence planning and promote children's individual learning and development based on their interests. This area for improvement extends to ensuring that these systems are securely understood and followed by all staff in the setting. Staff have overcome the confines of the building which is in multi use to organise a learning environment for the children that is made welcoming, inviting and stimulating. This well-planned area captures children's interest, offers them an array of choice and build's on their natural curiosity.

The children are developing an awareness of the needs of others, as they learn to share, co-operate and become involved in play and learning experiences which support and broaden their awareness of diversity within the community. The setting have forged effective partnerships with support services, agencies and professionals in the local community to promote the inclusion of all children, including children with special educational needs and/or disabilities. All children, their parents and carers receive a warm welcome into the setting. There is a focus on developing strong working relationships with parents and ensuring that information is effectively shared. A two-way flow of communication effectively

ensures both parties have up-to-date information to support joint-working to meet children's individual needs and promotes their inclusion within the setting. Parents are consulted through questionnaires to gain their views on the setting and their opinions' are considered and acted upon to further strengthen partnership working. Newsletters keep parents informed about current information and planned events. Staff build firm relationships with parents and offer a supportive role. Parents comment that they feel staff are approachable, welcoming and they are pleased with the care their children receive. They are kept up-to-date on a daily basis through verbal discussion and the receipt of written information recorded in children's daily diaries. They are consulted about and contribute to information recorded in their child's learning journeys and are provided with opportunities to extend their child's learning in the home environment. In preparation for children leaving information is transferred to schools through direct consultation and record sharing. However, there is no formal system for sharing information with other provisions within which children are receiving Early Years Foundation Stage. This limits the scope for joint-working to comprehensively meet children's needs.

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

Children make steady progress in learning and development, as they benefit from a balance of child-initiated and adult-led play and learning experiences. The learning environment provides them with many opportunities to explore and gain access to a range of activities, materials and equipment promoting their curiosity and independence. Staff demonstrate a developing knowledge and understanding of the Early Years Foundation Stage and use this to support children during activities. All staff make observations of children as they play to determine their interests and levels of achievement. They are receptive to new ways of working and are involved in a process of contributing to daily planning to ensure it is widely influenced by children's interests. However, the systems in place for observational assessment, determining next steps for children and planning are not firmly linked or used consistently by all staff. As a result the systems in place do not fully support each child reaching their full potential across all areas of learning.

Children are generally well-behaved. They are aware of the boundaries and rules in place and respond appropriately to staff requests. For example, children stop and respond to the staff call for 'tingly fingers' when they raise their arms in the air and wiggle their fingers to signifying it's time to stop what they were doing and tidy up. Staff are encouraging and supportive in their interactions with children. They provide children with acknowledgement for their achievements and helpful behaviour in the form of verbal praise and awarding stickers. This promotes children's confidence and self-esteem. The children demonstrate a keen interest in information and communication technology, they are skilful in the use and operation of computer equipment and some older children offer a supportive role by guiding their peers. Daily events and routines are used to reinforce children's numeracy and literacy skills. For example, children self-register by selecting their name on arrival at the group which they hand to a member of staff and during the large group time held for registration they count up to the number that signifies that day's date. Group story times demonstrate that children are developing

listening skills and are mostly confident communicators. The children show a keen enjoyment in books, which they frequently select for themselves and often share with adults. They also enthusiastically take part in mark making opportunities such as using marker pens to form lines, make patterns and create drawings on the white board. These experiences alongside the positive attitude children demonstrate towards being involved in play and learning experiences promotes a firm foundation for their future learning.

Creativity is effectively fostered. Children are keen to join in arts and craft activities and show a particular fondness for imaginative play and enjoy dressing-up. They make use of a wide range of resources to act out real and imaged experiences. For example, they act out the roles of fire fighter, doctor and patient and play the role of parents taking the baby for a walk, as they push a doll around the room. Staff attendance on a healthy eating course has had a positive affect on the ways in which they support children to develop an awareness of what constitutes a healthy diet. In addition they have organised events for children's involvement which are facilitated by outside professional, such as the local Health Visitor and Dentist which supports the children to develop increased awareness about aspects of their health such as dental care. Children make routine use of the outdoor play space, which has been an area that has received attention to it's development in order to improve outcomes for children. This gives them access to fresh air and exercise on a regular basis, enables them to develop large physical skills and introduces them to habits that promote the development of a healthy lifestyle. The daily routine incorporates children's interest in the natural environment as they discuss the weather and how that influences what they need to wear. This is extended by experiences such as growing plants outdoors and through their involvement in organised activities which provides them with the opportunity to hold and engage with domestic and exotic animals such as rabbits, African snails and snakes. Children's awareness of their own safety is promoted through their involvement in safety routines and regular reminders from staff. For example, they are involved in regular fire drills and receive reminders from staff not to run around the indoor play space to prevent trips and falls. Children also benefit from the input of outside agencies, as they receive visits from the local community police, road traffic warden and fire fighting service who talk to the children about personal safety issues such as stranger danger, road and fire safety.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Suitability and safety of premises and equipment) 05/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Suitability and safety of premises and equipment) 05/02/2010