

# Perryfields Pre-School

Inspection report for early years provision

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**Unique reference number** EY390766  
**Inspection date** 29/03/2010  
**Inspector** Elaine Margaret Hayward

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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**

Perryfields Pre-school was re-registered in 2009 as a committee run provision. It operates from a mobile classroom at Perryfields Primary School in Oldbury, West Midlands. All children share access to a secure, enclosed outdoor area. The setting serves both the local and wider catchment areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children may attend the pre-school at any one time. The setting is open each weekday from 8.50am to 11.30am during school term times. There are currently 19 children on roll in the early years age range aged three to four years. Children attend for a variety of sessions. The setting supports children with special educational needs and disabilities.

Four staff work directly with the children, all of whom hold appropriate childcare qualifications. The setting receives support from the local authority and works in partnership with other professionals.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy a wide range of experiences which they thoroughly enjoy and make good progress towards the early learning goals, given their age, ability and starting points. The setting is inclusive ensuring that each child is valued and respected. Staff are well qualified and dedicated to ensuring the needs of each child are identified and met. There is clear commitment to working closely with parents, schools and other professionals in order to promote children's welfare and learning. Self evaluation is in place but not yet fully robust in order to ensure continuous improvements are maintained.

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

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

- develop further the process of self evaluation to evaluate strengths and weaknesses of the provision and to ensure it is fully effective in monitoring targets for further improvement to ensure continuous improvements can be made
- develop further the partnerships with parents to ensure the two way flow of information with all parents is fully effective.

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

Safeguarding procedures are effective with clear policies and procedures in place. Staff clearly understand their role and the action to take should they have concerns regarding a child in their care. Robust procedures for vetting and assessing the suitability of staff are implemented. Risk assessments and daily checks are in place to ensure that children receive care in a safe and secure environment.

The new manager and committee demonstrate full commitment to enhancing the provision. As a result, staff are dedicated and enthusiastic, working well as a team. They have identified areas for improvement and begun to take action, such as regarding obtaining funding for new equipment and facilities and making changes to increase areas used in the setting to enable children to be independent in freely accessing the outdoors. However, although, the process of self evaluation is in place to promote improvement, it is not yet fully robust to ensure sustainability.

All staff are well qualified and regularly attend training in order to develop their knowledge and expertise. Good quality resources, effective staff deployment and key worker system ensure that children are well supervised and supported at all times. Clear steps are taken to promote equality and diversity. The setting is fully inclusive. Children with special educational needs and disabilities are particularly well supported by staff who know the children well through liaising with parents and by closely working with other professionals to ensure that children's individual needs are met.

There is full commitment and good strategies to build effective partnerships with parents. The setting gains full information about children before they start. Good exchanges of information with most parents and carers is ongoing on a daily basis, the setting having an 'open door' policy as well as encouraging parents to stay and help. There are informative notices on display, regular newsletters, open access to children's individual journals and parent sessions. Staff actively encourage parents to be involved in their children's learning with parents completing activity sheets regarding what their children have been doing over the weekend in order to extend children's individual learning and development. By far the majority of parents are extremely positive and full of praise in their comments about the provision and staff dedication. However, not all parents are fully engaged with some longstanding issues not yet fully resolved.

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

Children arrive enthusiastically and thoroughly enjoy their time at the pre-school. They feel safe, are happy, confident and independent, benefiting from a good balance of adult led and child initiated activities across all areas of learning. Children make good progress in their learning and development supported by enthusiastic and knowledgeable staff who know the children well. Children benefit

from staff obtaining good information from parents about their children's interests, making full use of the weekly information from parents. Staff listen to the children and observe what they can do, assessing and identifying the next steps, planning and building on this, ensuring that children move forward at a pace appropriate to their individual needs. This information is recorded in informative Learning Journeys which are shared with parents.

Children enjoy circle time where they talk about what they have done at home and sit and listen to what others have to say, learning about diversity and respect for each other. They enthusiastically make independent choices in their activities, choosing from a wide range of resources. They concentrate at the computer and learn tenderness as they care for dolls. Staff and children play together on the floor, putting a train track together. Fun and laughter can be seen as spontaneous singing breaks out to a CD playing in the background. Children use their imagination, loving the wide range of role play resources. They love to dress up, learning about the wider world. A child can be seen becoming a fire fighter, putting out fires and rescuing endangered people. Soon many children are involved, rescuing cats, telling stories, looking at books about fire, confidently engaging the inspector and staff in their play.

Children can see their names as they self register in the morning and enjoy hearing and joining in with sounds that the different letters make, thinking of other words that begin with the same sound. They confidently count the number of children in the room, recognising numbers around them, well supported by staff. They confidently recognise and use shapes in their everyday play.

Children learn about the importance of healthy lifestyles, physical activity and the fresh air. They love the outdoor area, where they have room to run around, ride their bikes, are able to climb on equipment, or can sit and read a book. A child, attempting to use new equipment is well supported and praised in his efforts. Children know the importance of washing hands after play, confidently explaining that it is "so you don't get germs in your tummy". They learn about healthy foods, with a child spontaneously telling another at snack time that his fruit is "good and healthy". Children behave well, responding to praise from staff. They take pride in getting stamps for good behaviour and for being helpful, pleased to take home Perry the bear and then share their adventures with staff and other children. They are clear about safety, knowing not to run inside. They take turns at the computer and understand to share. They help tidy away before sitting down together to enjoy a story before going home.

Children are well prepared for school, learning everyday skills for the future, such as sharing and putting on their coats. Starting school is made easier for them as they go into the school for some activities, using the hall and at times sharing the outside play area with younger children in the school.

## 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

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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