

# Leighton Primary Pre-School

Inspection report for early years provision

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**Unique reference number** EY401493  
**Inspection date** 18/03/2010  
**Inspector** Anna Davies

**Setting address** Leighton Cp School, Leighton, Orton Malborne,  
PETERBOROUGH, PE2 5PL  
**Telephone number** 01733232949  
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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

Leighton Primary Pre-school was re-registered in 2009. It operates from a classroom in Leighton Primary School, Peterborough, Cambridgeshire. Children have access to an enclosed outdoor play area as well as other secure outdoor areas belonging to the school. The group opens five days a week during school term times. A breakfast club operates from 8.15am until 9.00am. Sessions are from 9:00am until 11.30am and 12.30pm until 3.00pm. A lunch club operates from 11.30am until 12.30pm.

The pre-school is registered on the Early Years Register and compulsory part of the Childcare Register. A maximum of 26 children in the early years age range may attend the pre-school at any one time. There are currently 38 children aged from two years and six months to under five years on roll. The pre-school currently supports children with special educational needs and/or disabilities as well as children who speak English as an additional language.

There are four members of staff. All staff hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) Level 2. The manager holds a Level 4 qualification. The setting provides funded early education for two, three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff recognise and respect each child's individuality and effectively promote inclusive practice so that children feel secure and valued. Children enjoy participating in a wide range of stimulating activities and make good progress in their learning and development. Strong links have developed between staff, parents and carers and in particular, outside agencies and professionals to ensure children's individual needs are met. Effective systems of self-evaluation mean that the manager, staff and head teacher are very aware of the pre-school's key strengths and areas for development, ensuring that these are continuously addressed to further improve outcomes for children.

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

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 01/04/2010

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

- develop the record of risk assessment to include any assessments of risks for outings and trips
- obtain and record information from parents about children's starting points so that children's learning needs can immediately be identified and planned for and so that progress can be effectively tracked from entry.

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

Staff demonstrate a secure understanding of the signs of possible child abuse and the procedures to follow should they have concerns about a child in their care. Recruitment procedures are robust which ensures that those working directly with the children are suitable to do so. Staff conduct regular, visual risk assessments to ensure that the premises and outdoor areas are safe for children and appropriate action is taken to minimise risks. For example, the room has been reorganised to ensure that children can be seen wherever they are playing. However, no record has been kept of these risk assessments in the last 18 months. Staff ensure children's safety when on outings by assessing potential risks. However, these are not included in any record of risk assessment which is good practice.

Staff ensure that the learning environment is bright, welcoming and fun. Indoor and outdoor areas are used well to provide a stimulating range of learning activities. The setting's equality and inclusion policies and procedures are effective and staff work hard to narrow identified gaps in achievement. All children receive a warm welcome and relationships with staff are trusting and secure. Staff know individual children well; they are valued as individuals and their contributions listened to and respected. Children with special educational needs and/or disabilities and those who speak English as an additional language are fully supported within the setting and staff have excellent partnerships with outside agencies and professionals in order to meet children's needs successfully.

Children are cared for by a skilled and knowledgeable staff team who work very effectively together to promote positive outcomes for the children in their care. They are committed to enhancing their own professional development and attend many training initiatives to benefit the care of the children. The manager and head teacher communicate ambition and drive and secure improvement well. Together with all staff they share the same vision for the pre-school; to constantly strive and improve the quality of care and learning for all children. They are clear about the strengths of the provision and the aspects that they wish to further develop and have been successful in making and sustaining improvements. For example, since re-registration they have improved the storage and organisation of the room to give children more opportunities to be active learners and make choices about their play and have improved facilities for washing up and snack preparation to ensure that cross-contamination is prevented.

The setting works effectively in partnership with parents and carers to meet every child's needs. Policies and procedures have just been reviewed and these are waiting to be adopted which will ensure that parents accessing these, have up to

date information. Parents are offered regular consultations to discuss their children's progress. They are encouraged to contribute to childrens 'Records of achievement' and to become involved in their children's learning. For example, they visit the setting to share their skills and borrow books to share with their children at home. Regular newsletters and informative notice boards help parents to stay up to date with events at the pre-school and in the local community.

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

Staff have worked hard on implementing planning systems that promote highly individualised learning opportunities for each child. They have good skills in observing and assessing children as well as planning for each child's next steps across all areas of learning. This includes a specific focus on children's communication and language development through the use of the 'Every Child A Talker' programme. However, systems for recording and identifying children's starting points, using information from parents, is not as secure. This does not help staff to plan for children's learning immediately when they start at the pre-school and ensure that progress can be effectively tracked from entry.

Staff promote children's learning effectively as they take part in planned, spontaneous or free-choice activities. For example, they use opportunities such as the milk being delivered to find out what the children know about where milk comes from before giving them further information to enhance their understanding. They help and support children according to their individual needs and capabilities. For example, as a young child challenges himself to balance and negotiate a path of upturned crates, the member of staff assures him of her presence but encourages him to do this without holding her hand. As a result, the child feels a strong sense of achievement. This type of support ensures that children achieve well and make good progress in their learning.

Children behave well. They are happy, settled and highly motivated. They display high levels of confidence for example, as they speak to visitors or stand up to count the number of children present in the group. Pre-school children's contributions play a key role in the life of the adjoining school. For example, they join in with enrichment days, attend special 'head teacher' assemblies and contribute to displays within the school. They work well together, for example, singing songs about teamwork as they tidy up boxes of toys.

Children are keen to contribute their 'news' to the rest of the group and enjoy talking about their different experiences outside of the pre-school. They begin to understand that print carries meaning through effective labelling in the environment and they recognise their first names on name cards as they register at the snack table. Some children are able to spell out their names using letter cards or identify the letters that begin their name. Children enjoy numeracy games such as counting the number of boys and girls present. They use words such as 'humongous' to demonstrate their understanding of size and solve problems as they try to get different sized balls to roll down a length of drainpipe. Children enjoy learning about living things; they help to care for 'Maria' the chicken,

collecting her eggs to use in cooking activities. They understand about lifecycles, telling staff that the caterpillar makes a 'cocoon' after it has 'eaten lots and lots'. Children use a range of equipment to develop their technology skills such as digital cameras and programmable toys. They make some use of the school's information technology suite and opportunities to further develop pre-school resources in this area are being explored to give children a wider range of information technology experiences. Children access a good range of resources and activities which promote a positive view of the wider world and help them to understand about their differences and similarities. All of these activities help to lay good foundations to support the children's future economic well-being.

Children enjoy physical activity in both the indoor and outdoor environments as well as making use of the schools outdoor facilities. Children develop their small motor skills through activities such as threading small beads onto elastic. They enjoy expressing their creativity through dance, music and movement and role play. They have free access to a good range of art and craft materials so that they can develop and create their own ideas.

Records relating to accidents and administration of medication are well maintained which safeguards children's welfare. Two staff hold first aid qualifications with the remaining staff members booked on a course in the near future. This ensures that accidents and minor injuries can be dealt with effectively. Snacks are healthy and nutritious; fruit or vegetables as well as other items such as pasta and wraps that children have prepared themselves during cooking activities. Children understand about healthy eating and talk about fruit and vegetables making them strong. Parents are given information about healthy packed lunch contents if their children stay for lunch. Most children independently follow good hygiene routines and staff offer reminders to children, for example, about washing their hands after wiping their nose. Behaviour is managed consistently by staff and children enjoy receiving reward stickers for the 'fabulous' behaviour they feel they have displayed. This boosts children's self-esteem. Children learn about rules and boundaries and are able to independently create and implement these themselves during activities. This demonstrates high levels of understanding about keeping themselves and others safe. Children safely use a range of tools and equipment within the pre-school and know how to handle these in order to keep safe.

## 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	1
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	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

<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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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:

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