

Anchorholme Pre-School, Out of School and Holiday Club

Inspection report for early years provision

Unique reference number	EY396665
Inspection date	17/03/2010
Inspector	Lesley Sharples
Setting address	Anchorholme Primary School, East Pines Drive, Thornton-Cleveleys, Lancashire, FY5 3RX
Telephone number	01253886119
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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

Anchorsholme Pre-School has been established for nearly 30 years. The registered provider is Happy Days, a private limited company. It is situated in Thornton-Cleveleys within the grounds of Anchorsholme Primary School. The setting consists of two activity rooms and an adjacent grassed outdoor area. Children may also access the school playground, when not used by school children.

Registration is for a total of 32 children under eight years. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open from 9am to 3pm each weekday, term time only. There is also an out of school club operating from 3.15pm to 5.30pm for children from eight years to 11 years. The holiday club functions each school holiday from 7am and 6pm. Currently there are 65 children on roll in the early years age range who attend for a variety of sessions throughout the week. The setting supports children with special educational needs and/or disabilities and for whom English is an additional language.

There is a staff team of eight, of whom four are qualified to Level 3 and two hold Level 2. The company have a member of staff with Early Years Professional status who comes into the setting one day a week. Advice, support and training are also gained from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the setting. Staff recognise their unique learning and development needs, but learning journeys do not yet reflect progression in all areas of learning. Children's welfare needs are fully met and the setting is safe and secure. Documentation is well recorded, and policies and procedures are mostly in line with requirements. Staff suitability is checked and records are held. Partnership with parents and other professionals is a strength of the setting, they receive support and are kept well-informed about aspects of pre-school life. Links are not yet developed with other settings. The setting is committed to continuous improvement, although no form of self-evaluation is undertaken, but priorities for change are recognised and are beginning to be implemented.

What steps need to be taken to improve provision further?

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

- revise the safeguarding policy so there are clear procedures to follow if there is a cause for concern about a child and seek to update knowledge and skills for the current manager
- develop liaison with other settings where children attend, so that shared information contributes to consistency and continuity in children's learning

- and development
- undertake reflective practice, for example, by using self-evaluation to identify weaknesses in the provision so that targets are set for continuous improvements
- continue reviewing how children's learning journeys contain all information about how they are progressing in all six areas of learning and monitor this to ensure each area is covered equally.

The effectiveness of leadership and management of the early years provision

Children are safeguarded within the setting because most staff are experienced and qualified. However the policy does not reflect clear procedures and repeated sections are confusing. The policy does include how an allegation about a member of staff would be handled. The new manager has undertaken safeguarding training in the past but this may not be current. Documentation necessary for the safe management of the provision is well organised and readily available. For example, staff checks, records of attendance, fire drills, accidents and safety check lists are vigilantly kept up-to-date. The capacity for improvement is evident as many changes are being rolled out to enhance the provision for children. However, reflective practice in the form of self-evaluation, does not show what has been identified and what has been implemented.

The staff team are motivated in developing their knowledge and skills and consequently hold appropriate level qualifications. Each member of staff has a development journey which is used as a tool for identifying future training needs. For example, the manager has commenced a Leadership and Management course, which she finds rewarding. Current discussions are taking place about working with others on different sites within the company and having individual responsibilities in line with their interests, such as, the 'eco' group. This, alongside their commitment to develop, impacts positively on children's welfare, learning and development and aids support through times of change.

Parents are extremely complimentary about the standard of care on offer and especially the regard they have for the staff team and manager. They confirm that there is a two-way flow of information and know how well their children are progressing, mostly through verbal means. They are also kept well-informed about events and are invited to contribute with ideas and suggestions. Parents offer to come into the setting and talk about what they do, such as, being a vet and a policeman. Parents feel able to discuss aspects of their children's development and learning with their key person through trusting relationships and partnerships working. Equality and diversity is fully addressed so that children are given equal chances and the exceptional work carried out in supporting parents, whose children have special educational needs and/or disabilities demonstrates a passion for helping all children achieve their potential. This extends to home visiting in the evenings. The setting works with other professionals as part of planned support, but has not developed partnerships with other settings delivering the Early Years Foundation Stage, where children attend.

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

Children are happy, feel secure and confident within the nursery. The very pleasant, relaxed atmosphere and positive relationships at all levels are a key factor in the success of the setting and children's learning and development. Children are confident in developing their independence, becoming enthusiastic self-motivated learners. They immediately settle well to play within a learning environment which attracts them to make choices, thereby self-initiating their own play and developing their self-esteem. Staff are on hand to support if required. Plenty of examples of children's creative work are displayed on the walls and many resources and activities reflect the wider world, so children learn about differences as well as similarities. A good range of resources, well rotated through the balanced curriculum, enable all children to enjoy suitable activities, toys and equipment on a daily basis.

Staff are conversant with the Early Years Foundation Stage curriculum, incorporating this well into the daily routine. Staff know the children well, gained from initial information gathered at registration, enabling staff to build on what the child can already achieve. Planning includes their individual learning and development needs, identified through regular observations, recognising the next steps for their progression. This enables them to make good progress towards the early learning goals. Children's learning journeys are not cohesive, as information is not collated in one place, therefore they do not evidence that all six areas of learning are monitored and covered equally.

Children are learning about living things as they plant bulbs and take bark rubbings. They walk to the school pond to see the ducks and enjoy nature. Skills are developing well in Information and Communication Technology when using simple programmable toys, such as, the tape machine and cash register. Children are becoming adept on the computer and use the mouse with dexterity, following simple instructions to create a picture. They use their imagination in role play, and boys enjoy being Cinderella and caring for dolls just as much as girls. Outdoor play and learning extends opportunities in the fresh air, they build their tunnel and delight in crawling through together. Staff remind children to go one way to avoid collisions. Circle time encompasses discussion, using number, names and descriptions about the weather. Mark making opportunities and creative development experiences are evident on the displays and children are able to take books outside, should they wish.

Children confidently manage their self-care. They ably put on their coats and readily help themselves to tissues for their noses and then dispose of them into the bin. Drinking water is available throughout the sessions and children enjoy the healthy snacks provided in the snack bar, where they are developing good levels of independence. Lunchtimes are relaxed and children are given plenty of time to eat and drink. They play very well together, positively encouraged by staff for their achievements. Whole group activities, such as, games with the parachute encourage cooperation and following instructions, they do this with great enthusiasm. This contributes to developing skills for the future.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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