

Beauchief Pre-school

Inspection report for early years provision

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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

Beauchief Pre-school is a community run pre-school which has been registered since 1969. It operates from Beauchief Baptist Church Hall in Sheffield, serving the local community.

Children have access to two playrooms, toilets, storage space and kitchen facilities. There is a secure outdoor play area, with grassed and hard surfaces. A maximum of 26 children aged between two-and-a-half and five years may attend the pre-school at any one time and there are currently 30 children on roll. The pre-school provides funded early education for three-and-four-year-olds. The setting is registered on the Early Years Register, and both parts of the Childcare Register. It currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The pre-school is open on Monday, Tuesday, Wednesday and Friday from 9am to 12pm, and from 12 noon until 3pm on Thursday during term time only; children attend for a variety of sessions.

The pre-school is managed by a parents' forum who employ five staff to work with the children, four of whom hold appropriate early years qualifications and one is working towards level three. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority inclusion team and early years consultant teacher. They are establishing links with other providers of early years care and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff establish effective partnerships with parents and carers, ensuring they receive up to date information and are starting to become more involved in their children's care and education. Generally, they work well with other providers, to support transitions to school and continuity of care, although some relationships are not as robust as others. Staff work closely together to identify the pre-school's strengths and areas for growth, sharing a positive commitment to training and ongoing development. Observation and assessment systems effectively support staff to provide a broad range of challenging experiences tailored to children's individual needs and interests.

What steps need to be taken to improve provision further?

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

- further develop links established with other settings providing for children in the Early Years Foundation Stage
- monitor planning, observation and assessment systems to ensure they

identify next steps and promote children's individual interests.

The effectiveness of leadership and management of the early years provision

All staff effectively implement robust and well understood safeguarding policies and procedures as they follow agreed working practice. Well established communication systems ensure parents receive all relevant and up to date information. Effective maintenance and strong structures ensure that staff background checks and all required data is confidentially recorded. All staff attend ongoing child protection training with designated staff accessing advanced courses to consolidate knowledge and ensure consistency of approach. Comprehensive and thorough risk assessments of the pre-school environment identify and address dangers, minimising risks for children with staff vigilantly supervising them and monitoring all visitors to the setting.

The highly committed and dedicated staff team work cohesively together, supported by a strong management structure, showing clear understanding of individual roles and responsibilities. They reflect and evaluate practice on an ongoing basis, identifying areas for improvement. Weekly discussions, appraisals and training provide opportunities to reflect, assess and implement change. Staff actively welcome children, parents and carers views to contribute to the ongoing development of the pre-school. Parents receive a wide variety of information regarding the organisation and day to day running of the pre-school, including newsletters, displays and via notice boards. Daily verbal feedback and ongoing dialogue with parents effectively supports information sharing. Parents are starting to become more involved in their children's learning and development, as the pre-school uses photographs and short observations to provide a clear understanding of achievements. They are very complementary about the pre-school and the service offered. Parents say that children are happy and well settled, and staff are very approachable, providing stimulating and challenging activities for all children. The pre-school has established good links with some providers of early years care and education to ensure that children receive consistent support and the effective management of their transition to school, although not all links are robust.

A variety of good quality and stimulating resources are easily accessible to all children throughout sessions, as they make active choices and plan their own time. Pre-school demonstrates high regard for the individual, actively helping children learn respect for others and developing their awareness of differences. Attractively displayed photographs, children's work and posters promote positive images to foster children's self-esteem. Effective systems are in place with other agencies, enabling the pre-school to seek support for children with additional needs and English as an additional language as appropriate and in agreement with parents.

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

Staff's good knowledge and understanding of the EYFS framework ensures that children achieve good outcomes. Key workers effectively support children to make good progress towards the early learning goals in all areas. Comprehensive children's records contain observations and photographic evidence, making links to the areas of learning. Recent implementation of new planning, recording and assessment systems are still in their infancy, as the pre-school recognized that their previous systems did not fully identify individual children's next steps or meet the needs of the setting. Children actively pursue their individual interests, making good choices from a wide range of well presented, challenging and fun activities. Well organised play areas provide space for quiet times, construction, imaginary, messy and creative experiences. Children enthusiastically explore tactile experiences and textures, giggling as they squeeze and mould play dough into desired shapes. They have great fun as they make models using boxes, glue, glitter and different textured materials. Children of all ages are actively encouraged to make choices and to tidy away after themselves as they develop their independence. Planning is linked to individual children, evaluations of their stages of development and the next steps in the learning process. Parents are encouraged to contribute to their children's achievements, although this practice is not fully developed. Children's individual interests and learning needs feed into activity plans.

Children enthusiastically undertake a wide range of stimulating and challenging activities and experiences, as they move around the environment with increasing confidence. They receive high levels of support and encouragement to participate and explore at their individual level of development and understanding. Children are very confident as they approach visitors with curiosity, asking what they are doing and involving them in their play. For example, requesting help to build sand castles, cut shapes in play dough and choosing stories to be read to them. Children are well settled and happy in their environment, as they have forged warm and caring relationships with staff and children alike, playing happily with their friends. Children are very secure in their surroundings, as they cooperate well together planning role plays, taking turns in games and waiting patiently to speak at group times. They are very independent, showing good social skills as they make active choices and behave well. Children show respect for others and value what each has to say. Good manners and a strong sense of belonging is effectively promoted.

Children take pride in their achievements and have a clear understanding of acceptable behaviours as they adhere to pre-school boundaries. They demonstrate good early mark making and problem solving skills in all activities they engage in. Children use number in context as they count, measure and match during role plays happily pairing up socks. They enjoy making lists as they act out games in the 'clothes shop' and access a variety of mark making materials. Children use mathematical language as part of everyday activities, counting the number of girls and boys and recognising letters and numerals as they play. They show increasing levels of concentration as they become engrossed in enjoyable and interesting activities and games. Children are well coordinated as they ride bicycles, push

scooters and use small tools with increasing dexterity. They learn to use scissors safely as they cut straws into 'lots of pieces', and spread cheese on crackers and pour their drinks with care at snack time. Enjoyable experiences and activities extend children's natural creativity, as all ages investigate textures such as, paint, glue, sand and water with excitement.

Children know how to keep themselves safe, as they negotiate their way around their surroundings both indoors and outside. They learn safe practice as part of themes about 'people who help us', when the police horses and fire fighters visit the setting. Staff consolidate children's understanding as they remind them not to play on the slippery logs. Numerous opportunities provide children with exciting and challenging outdoor activities. They excitedly explore and investigate the pre-school grounds, watching the birds and making nests from twigs. Children use pictures to look for specific birds and make cardboard tubes into telescopes to look at feathers, and recall making feeders for the birds 'as they are hungry in winter'. They use small sticks to poke 'gooey' sap from trees, showing wonder as they chatter to staff about what they have found. Staff plan activities to incorporate indoor activities outside and have identified the importance of continuing to develop planning for outdoors. Children show a good understanding of technology as they competently use the computer, and operate simple cause and effect toys.

Children demonstrate a good understanding of healthy lifestyles, as they learn about healthy eating and talk about exercise. They bring fruit from home to share on fruit days explaining that 'fruit gives us energy'. Children show good hygiene practice as they talk about washing hands to remove germs and dispose of tissues appropriately. They develop a good understanding of diversity as they engage in a broad range of activities, that include celebrating festivals and planning for special events. They are encouraged to talk about home and share personal experiences with their friends.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

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