

Eastfield Community Pre-School

Inspection report for early years provision

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Inspection date	11/01/2010
Inspector	Tara Street
Setting address	Eastfield Primary School, Eastfield Road, Hull, North Humberside, HU4 6DT
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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

Eastfield Community Pre-School is managed by a voluntary committee. It opened in 1993 and operates from a self-contained community building which is situated within the grounds of Eastfield Primary School in Kingston-upon-Hull. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 26 children aged under eight years may attend the setting at any one time. The pre-school currently takes children from two to five years of age. It is open each weekday during term time only from 9.15am to 11.45am and from 12.45pm to 3.15pm, although on Tuesdays there are no afternoon sessions.

There are currently 67 children on roll, of whom all are within the early years age range. Of these, 63 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this happy, caring environment. They learn through a wide variety of well planned, fun activities and practical experiences that help them to become confident, independent learners. Generous staffing ratios ensure children receive high levels of attention and that all children are fully included in every aspect of the provision. Parents play an active role in the pre-school, being valued as partners in their children's care and education and helping to shape the service provided. Managers and staff use reflective practice and self-evaluation well, showing a good ability to make continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure positive images are displayed at child height around the provision, reflecting a variety of children's backgrounds and the wider world
- continue to develop links with all other relevant settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care
- ensure planning clearly identifies how activities will promote individual

- children's progress towards the early learning goals
- ensure evacuation drills are carried out and recorded with increased regularity.

The effectiveness of leadership and management of the early years provision

The manager, staff and committee work effectively together to ensure the smooth and efficient running of the pre-school. Their dedication and commitment underpin the success of the provision. Staff show a good understanding of the procedure to safeguard children and know how to refer concerns to the relevant agency if required. Robust recruitment procedures ensure suitably qualified and vetted staff work with the children. Detailed risk assessments are completed for the setting and all hazards have been identified and suitably addressed. However, evacuation drills are not carried out and recorded on a regular basis to ensure children are familiar with the routine. Most aspects of record keeping and documentation are well organised, readily available and promote the efficient and safe running of the pre-school.

The staff show a real sense of enthusiasm and work well as a team, sharing responsibilities and being fully involved in the planning of activities and evaluating the provision. Effective staff deployment within the room means that children receive high levels of attention and support for their learning. Staff help children develop a positive attitude towards differences by setting a good example of how to respect everyone. However, there are limited examples of positive images which reflect the variety of children's backgrounds and the wider world displayed at child height around the provision.

Staff work closely with parents and build strong relationships with them. Effective communication and sharing of information means children's needs are known and met. The pre-school fosters good partnerships with other professionals and this really benefits the care of children with special educational needs and/or disabilities. Staff are committed to inclusion and have experience and training to support the care they provide. Transition to the adjacent school is well supported because they have established close links with the reception teacher. However, sharing of more regular information about children's ongoing progress and achievements with other early years settings that children attend is not fully established. Therefore a complementary curriculum and continuity of learning and care are not fully guaranteed.

Accurate self-evaluation contributes significantly to the pre-school setting. It helps to promote a realistic view of practice and the development of sound plans for future development.

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

Children thoroughly enjoy their time in the pre-school and enthusiastically take part in the wide range of practical activities and experiences provided. For example, young children practise their scissor skills by cutting play dough to make small cakes and this leads to older children accurately cutting around shapes that they have drawn on paper. Planning takes account of children's interests and provides a relevant and appropriate curriculum that is well-matched to children's abilities. Ongoing observation and assessment are undertaken and provide a clear insight into the children's progress. However, the identified next steps in learning for individual children, which offer the opportunity to maximise progress, are not always reflected within the planning process.

Resources are easily accessible, allowing children to choose what they wish to do, therefore fostering independence. This is further promoted as children develop self-help skills such as pouring their own drinks and helping to sweep up spilt sand. Children quickly learn how to be part of a group and enjoy the company of others. Staff encourage them to learn how to share and take turns by playing alongside them, for example, with a shopping game. Children begin to recognise their own name cards as they self-register and are keen to draw and paint. Imaginative play inspires them and the well resourced role play area with its play kitchen, food and utensils provides endless fun for many. Staff involvement in this area ensures that children's learning is maximised. There are many other opportunities for activity too. Staff clear a space in the hall to provide climbing games and to enable group action songs such as 'going on a bear hunt' to take place. The children also benefit from their access to the outdoor play area which allows them access to fresh air. Staff plan different activities outside, such as using steps and balance beams, allowing the children to take part in group games of basketball and 'what time is it Mr Wolf'. Children are also encouraged to design obstacle courses with balls, hoops and tunnels.

Children show an understanding of safety as they sit sensibly at group times and walk around the room. They understand the expectations of behaviour because staff offer sensitive and consistent guidance, and praise children when they do well. They learn about healthy eating and try a range of foods at snack time. All aspects of personal hygiene are promoted so that children develop a good understanding of how to wash their hands independently and why this is important to keep them well. Group activities help to foster a sense of community as children listen respectfully to others. They are keen to express themselves during group circle time and join in enthusiastically at singing time. All of the group have a good repertoire of songs and rhymes. This helps the development of their language and supports their counting skills.

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