

Costessey Pre School

Inspection report for early years provision

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Inspector Cheryl Thompson

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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

Costessey Pre School registered in its current premises in July 2007 and operates from a classroom in Costessey Infant School. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of Childcare Register. The pre school can support children who have special educational needs and/or disabilities and those for whom English is an additional language. It is popular and has a long waiting list. It is run by a voluntary committee and is part of an outreach Sure Start programme. A maximum of 26 children aged from two years to under eight years may attend at any one time. The pre-school offers full day care from 9.00am to 2.45pm during school term-times. Children have access to a secure enclosed outdoor play area adjoining the building. There are currently 60 children on roll. Children attend for a variety of sessions. The pre school serves the local area and has access and facilities suitable for the disabled.

Nine members of staff are employed; five hold relevant early years qualifications equivalent to NVQ Level 3 and two at Level 4. The pre-school receives support from the local authority and was accredited with the Norfolk Quality Assurance Scheme in December 2007 and 2008. From September 2010, the pre-school will be opening at 8.45am to allow for two, three hour sessions per day.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Costessey Pre School meets the children's needs well. The good leadership and management ensure that the club successfully promotes inclusive practices. The provision for children's learning and personal development is carefully structured to meet their needs so that they achieve well and enjoy their learning in a happy and secure environment. Children are safe because the committee and staff pay attention to detail and adhere to the clear policies which help to ensure children's health and well-being. The good improvements made since the last inspection and the current practice demonstrate the pre-school's good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the good links with the primary school to increase staff knowledge of how basic literacy and numeracy skills are taught
- include details of the pre-school's complaints procedure in the 'welcome pack'.

The effectiveness of leadership and management of the early years provision

The pre school leader is very well qualified and sets high aspirations for her colleagues. They work as an effective team to promote children's learning and well-being, making good use of their particular expertise, for example, in their knowledge of special educational needs and sign language. Children's safety and welfare are high priorities. Policies and practice for child protection, for dealing with accidents and illness and for checking the suitability of all adults who work with the children fully meet current requirements. The complaints procedure is appropriate and parents are strongly encouraged to voice their opinions through consultations and parents' evenings. The 'welcome pack' for parents is very informative but does not detail the complaints procedure although this is clearly displayed on the notice board. Regular checks of equipment, the building and outside areas ensure they are safe for children to use.

The pre school's relationship with parents is good; there are formal parents' evenings and many informal, yet effective, opportunities for them to discuss their children's accomplishments. Parents have many good things to say about the provision and value the opportunities to discuss their children's home accomplishments with staff. They know that every child matters, is valued and fully included. Staff value the cultural diversity of the children and encourage families to share cultural traditions and celebrations. Parents particularly like the setting's willingness to support children with specific medical needs and have complete trust in the staff. These good links with parents and services, such as speech and language therapists, ensure that children who need extra help are provided with the support needed to ensure good progress both in their learning and their personal development.

There is a strong commitment to providing high quality resources and experiences for children to extend their learning outside. This commitment is evident in areas such as the good range of large toys for outside use. Children enjoy using the range of bicycles and tricycles and cooperate with each other very well.

The staff and committee have a clear picture of the strengths and areas to improve within the setting. Areas highlighted for improvement by the previous inspection have been dealt with creatively and effectively. The setting is very popular and oversubscribed with a substantial waiting list. The committee and school have plans and funding in place to develop the provision further, especially the outside area.

Self-evaluation is good because all staff are consulted as well as parents. Children's views are also contributed by themselves or by staff which has a beneficial impact on the range of new resources purchased. The good working relationships between the infant school, parents and the pre school ensure children have a smooth and confident start to full-time schooling. Reception teachers are also well informed about the children moving to their classes. The pre school has identified a current, appropriate objective as the need for improving staff's knowledge of how early literacy and numeracy skills are taught within Reception classes.

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

Children make good progress in their learning and in their personal development. Staff are experienced and knowledgeable. They make exceptionally good use of questioning to promote children's curiosity, reinforce their learning or to lead them to the next step in their learning. Children develop a love of stories through listening and joining in with high quality children's stories told enthusiastically by staff. In all activities, when appropriate, staff encourage counting skills and draw children's attention to letter sounds. However, this is not always done in the most efficient manner to ensure even better progress and to prepare children for how they will be learning letter sounds when they start full-time schooling.

The excellent, trusting relationships between children and staff give children the confidence to have a go at doing things they are not sure of, for example, riding a bike. Children enjoy learning because staff plan interesting activities based on the children's current interests and their prior learning. This good planning makes sure there is a wide range of activities on offer and that children are guided by their 'key person' to develop their knowledge and understanding further.

A strong feature in the pre school is the calm atmosphere in which children work very well together in activities such as getting ready for snack time. In this activity, children demonstrate a very good understanding of basic hygiene such as washing hands before eating. Children's social skills and understanding of healthy lifestyles are promoted well through these enjoyable snack times with a good range of fruit, cheese and drinks. Children know how to use a zebra crossing because they learn about road safety when they use their bikes in the outside play area. Here, as cyclists, they watch the traffic lights carefully to allow others to use the zebra crossing. They know the importance of moving safely around the pre school room, and know what to do if there is a fire. They behave very well and are caring and helpful towards each other.

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	1
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	1
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