

Glebelands Pre-School & Out of School Club

Inspection report for early years provision

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EY278551

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Inspector

Tara Street

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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

Glebelands Pre-School & Out of School Club is managed by a voluntary management committee. It was registered in 2003 and operates from a mobile classroom within the grounds of Glebelands Primary School in Leicestershire. 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 setting currently takes children from two years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday, with pre-school sessions from 9.00am to 11.30am and 12.30pm to 3.00pm, with a lunch club available from 11.30pm to 12.30pm. The setting also offers a breakfast club from 8.00am till 9.00am and after school care from 3.00pm to 5.30pm all term time only.

There are currently 80 children on roll. Of these 73 are under eight years and of these 47 are within the Early Years Foundation Stage. Of these, 20 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 10 members of staff, including the manager, who work directly with the children. Of these, five hold an appropriate level three qualification in early years, two hold a level two qualification and one is currently working towards a recognised qualification. The setting 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 good variety of well planned, fun activities and practical experiences that help them to become confident, independent learners. Generous staffing ensures children receive high levels of attention and that all children are fully included in every aspect of the provision. 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 planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- extend links with all other settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care

- ensure opportunities for children to develop their self reliance and independence skills are consistently provided.

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 and out of school club. 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. Most aspects of record keeping and documentation are well organised, readily available and promote the efficient and safe running of the setting.

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 people's differences by setting a good example of how to respect everyone.

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 setting fosters good partnerships with other professionals and this really benefits the care of children with special educational needs and/or disabilities and those who speak English as an additional language. Staff are committed to inclusion and have experience and training to support the care they provide. However, sharing of more regular information about children's ongoing progress and achievements with other early years settings, where children also attend, is not fully established in order to ensure a complementary curriculum and continuity of learning and care. Accurate self evaluation contribute significantly to the setting having a realistic view of their practice and developing 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 out of school club and enthusiastically take part in the wide range of practical activities and experiences provided. For example, children enjoy playing in the role play restaurant and using a wide variety of art materials to make paper lanterns and tiger masks for Chinese New Year. 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 are not always reflected within the planning process in order to maximise

progress.

Resources are easily accessible and children are given space to develop their own ideas, therefore, fostering independence. For example, through tasks such as putting on their own coats and good toileting routines. However, some opportunities for children to develop their self reliance and independence skills during snack routines are not consistently provided. Children quickly learn how to be a part of a group and enjoy the company of others. Staff encourage children to learn how to share and take turns by playing alongside them, for example, with a shape sorting game. Children begin to recognise their own name as they hang up their coats on individual coat pegs and are keen to draw and paint. Imaginative play inspires the children 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. All children take part in a good range of activities both indoors and outdoors which support their physical development. They show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area and play group games with the parachute. They also experience many sights, textures and sounds as they enjoy touch and feel activities and various objects in the sand and water trays and wooden planters. The rich, varied environment fully supports children's development in all areas, as well as, supporting them to develop the skills needed for their future success.

Children show a good understanding of safety as they sit sensibly at group times and walk around the room. They understand the expectations for their behaviour because staff offer sensitive and consistent guidance and praise children when they do well. Children 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. Children learn a good repertoire of songs and rhymes that help the development of their language and support 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

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