

Precious Times

Inspection report for early years provision

Unique reference number EY275188
Inspection date 03/03/2010
Inspector Tara Street

Setting address Laceby Acres Primary School, Swiftsure Crescent, Grimsby,
North East Lincolnshire, DN34 5QN
Telephone number 07952 217496 per school
Email
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

Precious Times is privately owned and managed by Precious Times Childcare Services Limited. The setting opened in 2003 and is located within Laceby Acres Primary School in Grimsby. Children have use of one classroom within the school and a large outdoor playground. Toilet facilities are shared with the school. The setting runs a pre-school, breakfast club, after-school club and a holiday play scheme. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from aged two years and also offers care to children aged eight years to 13 years. The pre-school opens during term time, Monday to Friday from 9.00am until 3.20pm. The out-of-school facility operates from 7.45am to 8.50am and 3.20pm to 6.00pm during term time and from 7.45am to 6.00pm during the school holidays.

There are currently 77 children on roll. Of these 54 are under eight years and of these 46 are within the early years age range. Of these, 24 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the manager, who work directly with the children. Of these, six hold an appropriate Level 3 qualification in early years and/or playwork, one holds a Level 2 qualification and one is currently working towards a Level 3 qualification. The setting is a member of the Pre-school Learning Alliance, National Day Nurseries Association and 4Children Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic owner and staff recognise the uniqueness of each child that attends and work to ensure that children are nurtured in their care, learning and play. They safeguard children's welfare effectively. The setting has developed positive relationships with parents and carers and with the other settings involved in children's care. The owner and staff reflect on their practice and have an accurate understanding of the strengths and areas for development in the provision and take effective steps to improve it.

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
- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any treatment given

- develop further ways to involve parents in their children's continuous learning and development to enhance children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded through implementation of effective policies and procedures. All staff are suitably vetted and their ongoing suitability assured. Staff are trained in child protection and understand the importance of their safeguarding role. They are vigilant in their supervision of the children to keep them safe. Most records required for safe and efficient management of the provision are well maintained. However, parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children. Detailed annual and daily risk assessments are fully in place to ensure children can play safely and enjoy their time at the setting.

The owner and staff strive to improve their practice, consistently monitoring and evaluating the quality and standards at the setting. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the owner. Recommendations made at the last inspection have been fully addressed. A positive equality and diversity policy, outlines a commitment to promoting inclusive practice at the setting, ensuring all children can achieve as well as they can, regardless of their background. High adult to child ratios mean that children receive good levels of individual attention and as a result relationships between staff and children are strong. The play room is a stimulating and welcoming environment. All of the resources available to children are stored at an accessible height and this offers children the ability to select for themselves.

Staff work in close liaison with parents to ensure all children's individual care needs are met, including those children with special educational needs and/or disabilities. They have built very good links with other professionals and encourage the use of contact books to share information with other settings children attend, which ensures an inclusive practice is provided for all. Parents are encouraged to be involved in their children's learning as staff exchange regular information about their progress and routines. For example, through newsletters, daily discussions and attendance at parents events. However, not all opportunities to involve parents in their children's learning and progress towards the early learning goals are maximised.

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

Children enjoy their time at pre-school and out-of-school provision. Children new to the setting receive sensitive support from the adults caring for them and settle quickly. Children relate well to adults and their peers. They learn to show kindness and consideration to others and also learn behavioural expectations and good

manners from an early age. Children are motivated and interested in the broad range of activities and experiences offered to them. Staff are enthusiastic in their work and instinctively know when to be actively involved in children's play and when to stand back and let them play freely. An effective key person system is implemented. Staff know the children in their care well and plan activities that build upon children's interests. Each area of learning within the Early Years Foundation Stage, receives sufficient attention and as a result children's skills for the future are promoted. 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.

Children gain confidence in their communication skills. Many articulate their ideas and experiences and children are encouraged to play an active part in group activities. Routine activities, such as, group time, rhymes, games and additional adult support assist those who need help in this aspect of their learning. Children can access books and audio stories. A writing area is set up so that children can freely access a good range of writing materials. They make marks with chalks, in paint, gloop, sand and other substances. Children like to paint and enjoy the sensory experience of applying the paint with their hands. Imaginative play inspires the children and the well resourced role play area with its play kitchen, food and utensils provides endless fun for many. For example, children prepare and serve 'food', utilising the home corner equipment and food props, such as, whisks, cake tins and pans. Staff involvement in this area ensures that children's learning is maximised. Science and construction activities encourage problem solving, investigation, and knowledge and understanding of the world.

All children take part in a varied range of activities both indoors and outdoors which support their physical development. They enjoy experimenting with steps and balance beams, taking part in group games with the parachute and using balls, hoops, tents and tunnels. Freshly prepared snacks provide children with a good variety of healthy foods that include a range of fresh fruit and vegetables. Staff support children's ongoing good health by maintaining good standards of hygiene at all times. This all contributes to developing children's understanding of the importance of physical activity and making healthy choices.

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