

Spire Pre-School

Inspection report for early years provision

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EY401755

Inspection date

27/04/2010

Inspector

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Setting address

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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

Spire Pre-School was registered in 2009, after a move into new premises. It operates from two rooms from the Belmont Centre in Uckfield, Sussex. All children have access to a secure outdoor play area. The main entrance is accessible for people with disabilities. The setting is open Monday to Friday from 8:00am until 3:45pm, throughout most of the year.

A maximum of 30 children aged from two years may attend the setting, at any one time. There are currently 36 children in the early years age range on roll, some in part-time places. The setting is registered on the Early Years Register and both parts of the Childcare Register.

The nursery supports children who speak English as an additional language. There are six members of staff, four of whom hold appropriate early years qualifications to National Vocational Qualification level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff provide a welcoming and friendly environment where children are valued for who they are. However, the support provided for children's ongoing learning and development is less effective. The staff are committed to achieving sustainable improvement, although the current processes of self-evaluation and those for monitoring children's progress are limited.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (promoting good health) (also applies to both parts of the Childcare Register) 27/04/2010
- designated a practitioner to take lead responsibility for safeguarding children within the setting, liaising with local statutory children's services agencies and attending a child protection training course, as appropriate (safeguarding and welfare) 04/05/2010
- ensure the risk assessment record is completed as required and clearly covers safeguarding children's accessibility to the pond (documentation). 27/05/2010

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

- reduce the risk of cross infection through the use of a single towel for hand drying
- ensure that children's observations are effectively evaluated, with individual next steps clearly identified and used to lead future planning, promoting progress towards the early learning goals
- consider ways to involve parents in the assessment process and in supporting their child's next steps
- develop the use of reflective practice, self-evaluation and monitoring systems to identify strengths and priorities for development that will continuously improve the quality of the provision and learning for all children.

The effectiveness of leadership and management of the early years provision

Overall, the staff are aware of their responsibilities concerning child protection, helping to safeguard children's welfare. However, no one has been designated to take lead responsibility for safeguarding children within the setting. This is a breach of a welfare requirement in the Early Years Foundation Stage. Most of the required documentation is in place. Policies and procedures are available on site for parents, giving information about the pre-school's practices. Whilst there are clear systems in place for the recording of accidents and administration of medication, written parental consent is not always obtained, which breaches a welfare requirement. A risk assessment has been carried out, with the staff helping to ensure children are kept safe and secure when on the premises and during outings. However, the written record is not complete and there is no detail as to how children's access to the small raised pond is managed. This breaches a welfare requirement.

A suitable recruitment process, that includes ensuring staff have valid CRB clearance, is in place. Regular meetings and annual appraisals help support the staff member's continued development. The staff are keen to take advantage of available training, when possible. The group have looked at their practices and are aware of their strengths and weaknesses. They recognise some priorities for development that will improve the quality of the provision for all children. However, there are no written development or actions plans to show how and when these may be achieved.

The organisation of the setting enables children to make choices about their play and offers free flow opportunities to use the outdoor play area. There is a varied range of good quality toys and resources that children access, both confidently and safely. All staff note observations as children play and pass these to each child's named key person who uses these to assess children's progress and note the next steps in their learning. However, the learning journeys are not used effectively and although there are some informative observations recorded, they are not evaluated; neither do they note where a child is within their progress to the early learning goals. In addition, identified next steps are not always informing the displayed plans, relying on each key person meeting their child's needs as they play. As there is little information about how well a child is progressing towards the early learning goals it is difficult to monitor for any gaps in children's

achievements. Also, as a result of a limited system, parents are not able to contribute effectively to the assessment process. However, positive and friendly relationships develop with parents and effective communication ensures children's welfare needs are met. There are limited systems in place to liaise with other providers delivering the Early Years Foundation Stage for a child to ensure progression and continuity of learning and care.

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

The children have a fun time at the pre-school and have good relationships with the staff and each other. As a result, they develop positive self esteem. The staff team are friendly and encourage the children to get involved with them at planned activities. Each key person is aware of their key child's next steps but this information is not always noted so it can be shared easily with other staff and parents. The limited assessment detail does not show how well children are learning in relation to their starting points. However, throughout the session children access appropriate resources and activities that provide a balance across the six areas of learning. The setting makes generally good use of the space indoors and outside. Children enjoy their learning and play, having a balance of child led and adult led activities.

The book area is cosy and inviting with a good range of books. Children benefit from being able to borrow books to take home and share with their parents. They are good communicators and most speak well, with some enthusiastic singing enjoyed. They learn letter sounds as they begin to recognise their own name. Children use mathematical language in their play, such as describing plants as tiny or bigger. As they care for the plants or observe the tadpoles they learn about the natural world and life cycles. Outdoor play is very popular and good use is made on the ride on toys. Indoors, they use the climbing frames and slide or make camps. Most of the resources are purpose made toys and there are few natural resources to investigate. However, there are varied materials that children can use in addition to the dressing up costumes. Children enjoy exploring the sand and water and at times have other media such as cornflour and water.

The premises are clean and welcoming with natural light. Children access the toilets easily as they need, gaining some independence skills. Suitable facilities for hand washing are provided, such as paper towels and liquid soap, however the additional provision of a single towel for hand drying increases the risk of cross infection. Tissues are always on hand for children to use. Healthy snacks such as buttered fruit bread, raisins or apples are provided at snack time, with the menu displayed to inform parents. This is a relaxed social time and the staff member uses the occasion to extend children's learning, for example with letter or number recognition. They show they feel safe in the setting as they are confident and settled. They begin to learn how to keep themselves safe as they practise the fire drill and ensure their chair is pushed under the table when they leave. The children behave very well and play cooperatively with others. Overall, they are developing skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (records to be kept) 27/04/2010
- make the information about the registration system for both parts of the Childcare Register available to parents (providing information to parents). 04/05/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (records to be kept) 27/04/2010
- make the information about the registration system for both parts of the Childcare Register available to parents (providing information to parents). 04/05/2010