

# Coleview Pre School

Inspection report for early years provision

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| <b>Unique reference number</b> | 109054                                      |
| <b>Inspection date</b>         | 06/05/2010                                  |
| <b>Inspector</b>               | Hilary Elizabeth Tierney                    |
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| <b>Email</b>                   |   |
| <b>Type of setting</b>         | 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).

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## Description of the setting

Coleview Pre-School opened in 1980. The provider is on the Early Years Register. It operates from one room in a community centre within a residential area. The group also have the use of a larger hall. There is an enclosed area for outdoor play. It is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community.

The pre-school is registered to care for no more than 26 children from two to the end of the early years age group. The group is open five days a week during school term times. Sessions are from 9.10am until 11.40am and from 12.20pm until 2.50pm. There are currently 51 children on roll, all of whom are in the early years age group. Children attend from the local area. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

There are five members of staff who work directly with the children. Most of the staff hold appropriate early years qualifications at level 2, 3, and 4. One member of staff is currently working towards a level 4 qualification and another is working towards the Foundation Degree qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good working knowledge and understanding regarding the Early Years Foundation Stage of learning and, consequently, children are progressing well in all areas of learning. Children are treated as unique and individual and they thoroughly enjoy their time at the setting. Excellent systems are in place to help staff to protect and promote the welfare and well-being of children in their care. Strong links with parents have developed which ensure they are fully involved in their child's learning and well informed. Effective steps have been taken to identify the strengths and weaknesses of the setting and together with the self-evaluation areas for improvement have been clearly defined. This demonstrates a good commitment to drive improvement.

## What steps need to be taken to improve provision further?

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

- consider how written information regarding any accidents that may occur to children is shared with parents to ensure confidentiality is maintained.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well. Robust systems are in place to ensure children are kept safe when at the setting. Staff ensure the main door to the room is locked at all times when children are present. They check the identity of visitors and record their hours of attendance, but not their purpose of visit. Staff are vigilant in their supervision of the children at all times. Staff are clear about the procedures to follow in the event of having any concerns about children in their care. They ensure records are kept of any children's existing injuries and shared with parents. Detailed risk assessments are kept and cover all areas of the environment, including outings. Children are taught to keep themselves safe through clear explanations from staff such as to sit on seats correctly as they may fall off and hurt themselves. Medication records are kept and shared with parents. Due to the way accidents that may occur to children are recorded, with several entries on one sheet, it is not always possible for staff to ensure these are kept confidential when sharing them with parents. All necessary written parental permissions are in place.

Resources are in good condition, balanced and easily accessible for all children. They are used effectively to help children learn and achieve. Staff have a good working knowledge and understanding regarding the Early Years Foundation Stage, consequently, children are progressing well in all areas of learning and development. Staff complete detailed observation and assessments that link clearly to the planning of activities. They identify children's starting points, next steps and interests and, consequently, targets for children are good and the outcomes for children are good. The staff have an excellent understanding about promoting equality and diversity. They are highly effective in ensuring all children are integrated in the setting. Exceptional support is offered to children with English as an additional language and those with special educational needs and/or difficulties. Careful planning by staff when new children start at the setting ensures they settle quickly. Home visits help staff to get to know the children and their families well before they start at the group. The partnership with parents is exemplary. Regular detailed information is shared both verbally and written. Learning journey and home link books are used so that parents are kept extremely well informed about their child's progress. Regular newsletters, questionnaires and the notice board are all used to keep parents informed and involved. Parents are encouraged to share their knowledge with the children, for example, recently during the celebration of Eid a parent come in to tell the children all about it. Parents' speak highly about the good quality care provided by the staff and their approachability. They also comment about the good balance of activities provided and the excellent information that is shared with them. There is a good partnership with other early years settings and information is shared between them about children's development and learning. This ensures that all adults are able to contribute towards children's learning.

Staff are committed to secure improvement and work hard together to provide high quality childcare. They have completed the self-evaluation process and have clearly identified areas for improvement. They have an action plan in place and have successfully addressed the recommendations from the last inspection.

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

Children are very happy and content in their surroundings. They feel safe and secure and thoroughly enjoy their time as they achieve and learn. They make consistently good progress in all areas of learning and are developing skills for the future through clear guidance from the staff. Children are encouraged to share, take turns and make friends easily in the setting. Staff are good role models and speak to the children with care and respect, consequently, children respond with good behaviour. Children enjoy taking responsibility and are regularly selected as 'special person' so they can help with certain tasks such as ringing a bell to tell others the snack bar is open, and changing the coloured cards to give warnings of when it is getting near to tidy up time.

Children enjoy their play and have good relationships with staff and each other. The staff obviously enjoy being with the children and show care and concern for them during the sessions. Children take part in a wide range of activities such as craft, role play, games, counting games and physical activities. They enjoy looking at books alone and together with staff. They enjoy listening to stories in a large group and take part in the story when prompted by staff. Children are developing a good understanding about early reading and writing skills. They are encouraged to understand about the sounds that words begin with, they are encouraged to recognise their names on cards and are beginning to understand about mark making. They have regular access to writing materials, such as pens, paper, crayons, and confidently use scissors and sellotape to make items. Children develop their imagination through lovely games such as pretending they are butterflies with a member of staff and running around the outside area with chiffon scarves floating behind them. Children develop a good understanding of the world around them through activities and celebration of festivals. They enjoy an activity that had developed from a child's interest and the staff provided a large variety of fruit, such as pineapple, mango, papaya, kiwi, bananas, apples, and oranges. The children gathered round whilst the member of staff talked with them about the fruit, where they had come from, the textures of the skins and what they were like inside. Children enjoyed talking about the smell, texture and taste of the fruit. Children have lovely opportunities to develop their physical skills and benefit from free flow access from inside and outside the setting. There are exceptional interactions between the staff and children. The staff ask open questions to help children think and problem solve as they play. Children are active learners, have a sense of belonging and good self-esteem and settle quickly into the environment.

Children are beginning to learn about healthy lifestyles. They have excellent access to the outside play space through free flow being offered daily through the sessions. They enjoy the outside space and being able to wander freely and choose the activities they want to play with whatever the weather. Children understand the reason for hand washing before snacks and preparing food. They have excellent opportunities to develop their independence during snack time as they are encouraged to pour their own drinks, butter their toast, cut the fruit and help themselves to what they want. They are then encouraged to wash their

plates, cups and cutlery up after they have finished. The snack bar works extremely well and children can come to the table when they choose which means they are able to continue playing if they want to. Children have easy access to fresh drinking water during the session and are able to help themselves when they are thirsty.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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                             | 1 |
| 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                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 1 |
| 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        | 1 |
| The extent to which children develop skills for the future       | 2 |

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