

# Stoke Gifford Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	136089
<b>Inspection date</b>	17/05/2010
<b>Inspector</b>	Karen Elizabeth Screen

<b>Setting address</b>	Poplar Rooms, North Road, Stoke Gifford, Bristol, Avon, BS34 8PE
------------------------	---

<b>Telephone number</b>	07772546321
-------------------------	-------------

<b>Email</b>	
--------------	--

<b>Type of setting</b>	Childcare on non-domestic premises
------------------------	------------------------------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Stoke Gifford Pre-School opened in 1969. It is managed by a committee of parents and serves the local community of Stoke Gifford. The group has sole use of the hall and some outside facilities during the pre-school sessions. They are registered with Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. They are open from 09.15am to 12.15pm daily during school terms. The pre-school accept children aged between two years nine months and five years old. There are currently 28 children on roll, attending a variety of sessions. They support children with special educational needs and children speaking English as an additional language. The pre-school employs five members of staff. Four are qualified to level 3 and the leader also holds a teaching certificate. The setting is in receipt of funding for the provision of early education. The group achieved the South Gloucestershire quality assurance award in May 2009. Partnership arrangements are in place with St. Michael's Primary school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The playgroup offers a happy environment, where children are supported by caring adults. Children are making sound progress in their learning and development, given their starting points. Staff work well with parents and carers, providing suitable opportunities for parents to be involved in their children's learning and for influencing provision. Satisfactory arrangements are in place for monitoring and promoting improvements in the quality of provision and for promoting inclusive practice.

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

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

- ensure that children are grouped appropriately, to develop their listening skills according to their individual needs
- plan and organise systems to make good use of available resources, including effective deployment of staff
- conduct and robustly implement effective risk assessments, paying particular attention to ensuring that all fire doors can easily be opened from inside
- monitor the effectiveness of methods used for assessment and improve the support for children learning English as an additional language, such as using the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'

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

Checks and vetting procedures are rigorous and help to keep children safe. Children are suitably protected by staff who are clear about child protection procedures. Their understanding of their responsibilities in child protection issues, contributes to the children's safety and welfare. Staff have attended child protection training, and there is clear information available for reference. They are aware of the possible signs of children at risk and of their responsibility to report their concerns without delay, according to local child protection procedures. Staff do not conduct and robustly implement, effective risk assessments. One of the fire doors cannot be easily opened from inside, thereby impacting on the occupants ability to escape the building quickly in the event of a fire.

Staff are kind and caring. There is a strong team spirit and staff are clear about their roles and responsibilities, supported by clear job descriptions and yearly appraisals. They work well together to promote good relationships between staff, parents and children. This contributes to children's confidence in the staff. Staff are attentive and know when to step in to help support children and when to let children attempt to resolve the problem they have encountered. However, schedules and routines do not always flow with the children's needs. For example, at snack time, children queue for long periods to use just one of the two available toilets. On the whole, the group have successfully addressed the recommendations raised at the last inspection. They use everyday routines to help children learn to link sounds to letters. For example, emphasising the first letter of their names as they find their names when they self-register. Staff also take suitable steps to close identified achievement gaps for children with special needs. However, they have been less successful in monitoring the continuity of children's assessment records.

Parents receive general information about the group when they register their children. They also receive a regular newsletter and some information about the Early Years Foundation Stage. On the whole, parents speak positively about the settling in procedures and the good relationships enjoyed between staff, parents and children. However, parents with babies and toddlers are not able to stay with their child during the sessions. This impacts on children's feelings of security and their ability to settle quickly. In addition, the organisation of the delivery and collection of children, means that opportunities for parents to share information about their children is restricted.

Staff have good knowledge of each child's background, but do not always place sufficient emphasis on overcoming barriers to children's involvement and achievement, where children are speaking English as an additional language. For example, parents are not fully involved, to provide a diversity of insight into their faith, culture and history. Therefore, experiences gained at home, are not used to the best advantage to develop learning at the pre-school. Partnership arrangements such as sharing information with other providers of childcare and education also attended by the children, are in their infancy. Therefore, they do not yet significantly contribute to children's well-being or provision for future achievement.

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

Children are happy and keen to attend, for example, as they queue to go in, they eagerly anticipate what they will play with. Children feel secure and develop a sense of belonging. They make friends with their peers and develop good relationships with the staff team. Children benefit from staff who are interested in what they say and do. For example, as a child sits with a staff member, threading shapes onto a shoe lace, she challenges the staff member to make a baby lion. The staff member rises to the challenge and constructs the body and legs. Together they discuss how to make the head, so that 'he can see where he is going'. Children's confidence and self-esteem are raised by staff who are sensitive to their needs. For example, a staff member unobtrusively monitors the amount of water a child drinks, to ensure that enough is drunk to meet the child's individual needs during the session.

Patterns within the day are well established and children are beginning to predict what will happen next and to extend their skills in a secure environment. However, there are weaknesses in the organisation and management of whole group times. Children are not always able to participate fully, because the leader is less skilful in her approach to staff deployment and organisation of children during whole group times, such as, during story time, which is too lengthy for some children and their attention is lost. This affects the ability of others to contribute and express their feelings about personal or significant events. Generally, staff have a sound understanding of the Early Years Foundation Stage and undertake regular observations of the children. Although these are used to establish children's current competencies, they are not securely linked to future planning, in order to help children to build on what they already know. This is reflected in insufficient attention being paid to planning to meet the needs of children learning English as an additional language.

Children are interested and want to play with the available toys and resources, however, these are not always provided in sufficient quantities. For example, in the sand tray, there is too little sand and far too many toys. This impacts on the range of purposes for which the sand can be used. Similarly, left-handed children are not assured of being able to identify and use left-handed scissors, impacting on their ability and chances of learning how to use scissors successfully. Children learn to be cooperative and work well together, for example, two girls take turns to hold each other up as they climb on to the wobble boards.

Children are aware of behavioural expectations and stop to listen when staff give instructions to the whole group. Staff provide good role models through their calm and polite manner and have reasonable and realistic expectations of children's behaviour. Children are beginning to learn to appreciate and value each other's similarities and differences. For example, staff use a few books and resources to reflect diversity and acknowledge cultural differences. Children are beginning to learn about the different activities and the people involved in their community. Their awareness of features within their local environment is raised through

planned outings and visits from community workers. Children also undertake a number of visits further afield, such as a train journey leaving from the nearby Parkway Station. Children develop skills for the future as they use programmable resources, such as, listening to 'The Three Little Pigs' story on head sets, whilst following the words in a book.

Children have good opportunities to hear and use mathematical language, and solve problems, such as comparing the size of the shoe laces to find the longest. However, although there are cards with patterns on them, staff do not extend children's learning, by encouraging them to follow the patterns. Children use language well to communicate and express their ideas. They organise their play through discussion, and can explain what they are doing, such as threading beads to make a necklace. Children engage well in imaginative play based on their own experiences, such as two girls pretending to read a bedtime story and to cook the tea. Staff help children to draw on their senses as they ask 'what is that smell?' The children reply 'toast!'.

Children's health benefits from a consistent approach to the maintenance of good hygiene practices when preparing food. Children enjoy the range, variety and quantity of healthy snacks provided and understand which foods are good for them. However, staff do not regularly enlist children's interest and support in preparing the snacks. Children show increasing awareness of their own bodily needs. For example, during snack time, a younger child remarks that he is 'still hungry and would like more fruit' and remains at the table until he 'feels full'. They are encouraged to think about keeping healthy when playing outside, such as wearing sun cream if it is hot and jumpers if they feel cold. Older children are very independent in their personal care. They are aware of the importance of personal hygiene and independently fetch tissues to wipe their noses. Younger children who need assistance in completing personal tasks, receive a high level of support. Children benefit from good opportunities to learn how to keep themselves safe when using the equipment. For example, when discussing 'keeping safe' and looking at photographs of the slide, staff ask the children 'can you remember what we asked you to do?' and the children reply 'take turns'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----