

# Stannington Village Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	300732
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<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*.

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## **Description of the setting**

Stannington Village Pre-School has been operating for a number years. The group is voluntary and operates from Lomas Hall in the Stannington area of Sheffield. It opens Monday and Tuesday from 9am to 12.15pm, and Wednesday, Thursday and Friday from 9.15am to 3.15pm, for 38 weeks a year. The setting provides full day care and children attend for a variety of sessions. The setting offers childcare to the local community and surrounding areas.

There are currently 52 children on roll. The setting supports children with special educational needs and/or disabilities. There are 10 staff working with the children, of these, four have early years qualifications. The setting is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are provided with a welcoming and inclusive environment. Excellent links have been established with parents and others involved in children's care and learning. Individual planning ensures that children make excellent progress in their learning. The setting is aware of its strengths, and plans for the future are developing well through the use of good self-evaluation, which includes realistic areas for improvement.

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

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

- enhance systems for staff to share training experiences.

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

Children are safeguarded well because staff have a good understanding of child protection procedures and know how to implement them if any concerns are raised. A comprehensive range of policies, procedures and robust recruitment systems is in place to safeguard the children. Children play in a secure and well-organised environment. Comprehensive risk assessments are in place for all areas accessed by the children, and staff clearly record the action taken to minimise risks. Staff support children's learning and development extremely well. They provide a stimulating and inviting environment for the children where the atmosphere is conducive to learning. Staff are enthusiastic and motivated, which reflects on the children's eagerness and enthusiasm to learn. Children access a very good range of resources which is readily available. Staff are very knowledgeable about each child and activities are tailored to their individual needs. Staff ensure the children thoroughly enjoy their time at the setting and interactions

with children are positive and purposeful, which enables children to feel safe and develop a sense of belonging.

The setting has developed highly effective partnerships with parents. All parents are provided with good quality information about the setting, such as policies and information about the Early Years Foundation Stage. Parents' views are sought to ensure they have purposeful input into the future of the setting; for example, questionnaires are completed and surveys and feedback sessions also contribute to them expressing their views. The setting gathers comprehensive information from parents about children's starting points and capabilities based on the areas of learning, and this information is used effectively to plan activities for children. In addition, the setting includes details in their planning to focus on the ways they can involve parents in activities and their children's learning. Parents' views are gathered to help the setting evaluate the service they provide. Children's learning and development is shared with parents. Good quality systems are in place to inform parents of their children's progress; for example, written assessments of children's progress and school transition reports. In addition, parents are encouraged to share what they know about their children and this information is effectively used to plan activities for children.

The setting has built up links with other providers and works closely with them to improve children's learning. For example, they have discussions with the childminders and information is gathered from other provisions that share the care of children. In addition, they attend 'Joint moderation' meetings with other local early years providers and the local school, where the school identifies any weaknesses in areas of learning from the previous intake of children. When this information has been shared, each setting evaluates how they can develop that particular area of learning for children. Recommendations and evaluation of the service have had a positive impact on the overall quality of the early years provision and the outcomes for children. As a result, the setting is continually improving its service.

Managers and staff work very well together and have clear direction and vision. Staff are deployed well and attend relevant training. However, managers acknowledge that training completed by staff is not always effectively cascaded to all the staff team to further enhance the good practice. The setting has a strong understanding of equality and inclusive practice. Staff are able to identify any gaps in children's learning and seek appropriate advice to support children and parents. Consideration is given to individual groups of children when planning activities; for example, boys and girls different learning styles are clearly planned for and, as a result, their learning opportunities are enhanced.

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

Children thoroughly enjoy themselves and are busy in their play. Observations, assessments and planning are detailed and demonstrate what children can do, and their next steps in learning.

Staff effectively plan activities that are tailored to the children's needs and their

interests. The setting helps children make good progress in communication, literacy and numeracy. Children demonstrate an excellent understanding of number sequence and can recognise numbers. Their counting skills are very good. Staff use mathematical language in everyday and planned activities; for example, they talk to children about cutting an apple in half at snack time, and at circle-time, children use a simple rhyme to help them recognise numbers up to ten. Children become good communicators as they listen and use vocabulary to express themselves. They enjoy stories, read books and sound out letters. In addition, staff and children use signing well, which extends children's communication skills. Children use their imaginations well, particularly when creating their own artwork; for example; they describe in detail the elephants they have made, explaining the elephant has 'one green and one white eye ball' and how water comes from its trunk.

Outdoor play is planned very well; staff consider all areas of learning and children's different learning styles. Children are able to access outdoor play the majority of the time, due to the nature of the building. Children thoroughly enjoy and make good progress outdoors; for example, they make mud pies, draw on large sheets of paper and use tape measures. Visits and trips are well planned, which increases children's interest in learning. A visit from the fire service, prompted staff to devise a check-list for children to observe details of the fire engine, such as, counting the wheels, how many fire men were there and what telephone number to use if there is a fire. Children become aware of, and interested in, the natural world, through growing various plants, such as potatoes, onions and herbs. In addition, they learn the life cycle of butterflies, which they have watched grow from caterpillars and then set free in the garden. Good opportunities are provided for children to learn about their own and other people's cultures. As a result, they begin to understand and celebrate the similarities and differences in society. They visit the local community to gain a sense of where they live; for instance, they visit the local church, school and library. In addition, they have discussions regarding their own lifestyles and others around the world. Children's pictures are displayed well and this gives children a sense of belonging and helps to raise their self-esteem. Also, staff and children photocopy the children's original pictures, in colour, so children can take theirs home and staff can use the copies to show children's progress. Children participate in group discussions with enthusiasm, which enhances their communication and social skills.

Children are aware of dangers and keep themselves safe through good discussions and practices. During tidying up time, staff talk to children about putting equipment away so it is safe.

After a fire drill, children discuss what they did and demonstrate a good understanding of the procedure. For example, children explain to, 'call the fire engine' and 'call 999 and ask for a fire man'. Children demonstrate that they feel safe as they freely explore their environment and have built up close and caring relationships with staff. Children are confident to approach staff, ask them questions and talk to them about all types of situations that are important to them. Children understand and adopt healthy habits through good discussions and examples from staff. There are good arrangements for children to discuss healthy foods, such as planting vegetables and discussions at snack time about what they are eating and why it is good for you. Good opportunities to discuss and explore all

areas of learning, including communication, technology and problem solving, promote children's 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

<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

<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	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	1
The effectiveness of the setting's engagement with parents and carers	1

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

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

<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	2
The extent to which children develop skills for the future	2

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