

# Northfield Under 5s Pre-School

Inspection report for early years provision

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**Unique reference number** 303255  
**Inspection date** 26/04/2010  
**Inspector** Angela Howard

**Setting address** 57 Northfield Lane, Wickersley, Rotherham, South  
Yorkshire, S66 2HL

**Telephone number** 01709 730672

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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.

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**

Northfield Under Fives Pre-School opened in 1993 and is privately owned. It operates from a separate area within a private house. It is on the first floor with no lift access in Wickersley, a large village on the outskirts of Rotherham. Children access a secure enclosed outdoor play area. The group opens each weekday from 9.15am to 12.15pm during school term time only. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children may attend the setting at any one time, all of whom may be in the early years age group. There are currently 30 children on roll, of whom 14 receive nursery education funding. The provider employs four staff, all of whom hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children are making good progress in their learning and participate eagerly and with a high level of enjoyment. Their sense of belonging is fostered well through the warm, welcoming and homely atmosphere. The learning environment is accessible to all children, enabling them to freely choose activities, test their abilities and discover new skills within very safe boundaries. However, physical activities for older children are limited. A very positive working relationship with parents ensures children's individual needs are successfully met. The use of self-evaluation to develop a culture of reflective practice is of good quality and correctly identifies the strengths of the setting. Staff have a very clear sense of direction and give utmost priority to continuous improvement and opportunities for training and development.

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

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

- consider additional ways for older children to extend their physical skills.

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

Staff have a good understanding of how to protect children. Robust policies and procedures which are effectively implemented by staff ensure their safety is a high priority. Staff are vigilant and fully aware of the signs and symptoms of possible abuse. The named person responsible for ensuring child protection concerns are dealt with promptly has up-to-date knowledge and skills and is very clear about her role and responsibilities. Children's safety is a high priority at this setting. Thorough, safe recruitment practice and the rigorous monitoring of visitors to the setting ensure risks to children are minimised. Staff have a systematic approach towards assessing potential risks and take effective steps to prevent accidents. The

use of rigorous risk assessments for the premises ensure children are safe. Good use of time, space and resources further promotes children's safe and eager participation. Furniture and equipment is of a very high quality and the effective deployment of staff ensures children achieve their planned goals in learning and development. Vibrant posters, positive images in the wide range of books and other stimulating resources encourage children to value diversity. Effective systems are in place to ensure children who have any special educational needs and/or disabilities are well supported and fully included in the life of the setting. Staff use signs, symbols and gestures to ensure that all children are fully included in the life of the setting. Sign language is used consistently and confidently by staff and all children, helping them build strong bonds, which helps them to feel settled and secure.

A key strength of the setting is the staff's commitment to the development and improvement of their practice. The evaluations made about practice, children's activities and snap-shot observation records of children's progress show how keen the staff are to continually improve outcomes for children. All recommendations made at the last inspection have been completed. Staff have a clear vision for the future which is supported by well targeted plans to recognise and respond to children's views, to ensure staff attend relevant training and to ensure the continuation of parental involvement, leading to improved outcomes for children. The manager has devised an active training development programme to ensure staff keep up-to-date in the skills required to provide the best outcomes for children. Communication with parents is very good. The staff make parents feel valued and welcome. They each receive an individual greeting, are fully consulted about their child's care and education and receive a comprehensive record of their children's individual learning journey. Parents receive an abundance of information about how the setting operates and are invited to be actively involved in future plans. For example, parents are encouraged to be active members in the self-evaluation of the setting. They made suggestions about settling in periods. This brought about changes to the length of settling in visits, showing the extent of their contribution to decision making within the provision. The manager demonstrates a keen commitment towards working in partnership with other providers and has some strong links in place to share information to help promote children's welfare and development. She fully recognises the strengths of professional relationships in creating an approach that best meets the needs of individual children.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and implement it successfully to promote children's learning and development. They plan a wide range of good quality play opportunities to develop children's emotional, social, physical and intellectual capabilities. The staff are well informed about children's capabilities, starting points and individual needs, and recognise that every child's learning journey is unique. All children develop a strong sense of worth through the good interaction, care and attention they receive from the staff. For example, children respond eagerly to constant praise

and encouragement and enjoy the warm, caring reassurance from the staff. They feel good about themselves, show respect for each other and are beginning to manage their own behaviour successfully. Children enjoy themselves and are very relaxed and settled. They feel very secure, have good self-esteem and follow their interests with persistence, participating enthusiastically throughout the session. Children mix their own paint, recalling that they mixed yellow and red to make orange, and are beginning to make recognisable marks to represent their names. They independently create collage pictures using boxes, tubes, pasta and beans. In the role play area they act out camping on holiday, having a barbeque and use binoculars to see squirrels in the trees. When playing in the sand, they mix the sand in large bowls and say they are making buns, describing how they are chocolate buns and that you have to mix it well to get all the lumps out. Children have completed some wonderful sewing using different coloured threads, incorporating shiny beads, feathers, pasta, straws and shaped sequins. Younger children persevere until they can turn the wheel on the garage to make the lift go up and down. They use their imaginations vividly as they walk around taking pictures with a digital camera, saying they are at a photo studio. Children explore water with great enthusiasm. They try to grasp the water and study how it moves, and become excited as they fit together the pipe and guttering, which the water then flows along. When building with large bricks, they are beginning to name the colours of the bricks and separate them into yellow and red bricks. Outdoors they pretend to be decorators, painting the floor with rollers and different sized paintbrushes. Children propel and pedal ride on toys to make themselves move, are spatially aware as they move around obstacles and peers and skilfully climb on the climbing frame. At music time, children move their bodies to music, stretching, clapping, stamping feet and moving arms with gusto. However, physical activities for older children lack sufficient challenge.

Children in all areas of the setting have a strong sense of belonging through very close, caring contact with key adults. Staff are very skilled in getting to know each child very well and have high aspirations to help children flourish. Children are developing a strong sense of security and understand some aspects of safety. They use toys and equipment safely and are beginning to understand the need to follow instructions to keep safe. They help to sweep up spilt sand and tell younger children 'you might slip on it'. Staff plan activities for children to learn about safety. Today the role play is camping, where the children pretend to cook sausages on the barbeque and staff introduce cooking safety guidelines. Staff constantly talk to children about being safe and are proactive in working within the health and safety procedures to ensure the ongoing safety of children at all times. The well-balanced and nutritious range of food offered raises children's awareness positively about the importance of healthy eating. Consistent reminders about hygiene practice rules help children to take responsibility for their own personal hygiene.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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