

Rishton Pre-School Learning Group

Inspection report for early years provision

Unique reference number 309443
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Inspector Rasmik Parmar

Setting address Norden High School & Sports College, Stourton Street,
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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*.

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Description of the setting

Rishton Pre-School Learning Group has been operating for more than 33 years in various locations. For the last 17 years it has been based at the Primetime Centre, a community building adjoining Norden High School. The group has use of a large hall and a smaller hall on a planned basis and enclosed outdoor play area. In addition they use a smaller hall for weekly physical education sessions, and have the use of a shared garden area. The majority of children who attend live in Rishton, which is a large urban village on the outskirts of Blackburn.

The Pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. It operates from 9.15am to 11.45am five mornings a week for three and four-year-old children, and from 12.30pm to 3pm three afternoons a week for two-year-old children. The group operates during school term times only. There are currently 39 children on roll. This includes 32 children who are in receipt of nursery education funding. The Pre-School supports children with special educational needs and/or disabilities.

The Pre-school is run by a management committee which employs four staff who work with the children, all of whom have relevant childcare qualifications to level 3. The manager works alongside staff at all sessions. In addition, a fifth person is employed for 2 morning each week to give children individual support in using a computer. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy their time at the setting, where they are valued and their uniqueness is recognised and respected. The staff team are aware of the roles and responsibilities within the setting. They learn and develop effectively in relation to their starting points and capabilities, due to developing systems for maintaining assessment records. Most required documentation are in place to ensure children are well safeguarded and include most aspects of risk assessments to minimise risks to children. However, risk assessments for outdoor play area and for specific outings is not carried out. Links with other providers offering the Early Years Foundation Stage is in its early stages. The staff team are committed, enthusiastic and demonstrate the capacity to maintain and make continuous improvement.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment for the outdoor area and for specific outings to ensure children's safety 11/05/2010

(Safeguarding and welfare).

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

- build links with other providers offering the Early Years Foundation Stage to ensure there is consistency and coherence in children's learning
- further develop children's assessment records to clearly show children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded due to effective policies in place, to ensure their welfare. Safeguarding responsibilities are understood by staff, who are clear about the signs and symptoms that indicate abuse. They are aware of the procedures to be followed should a concern arise in order to protect children from potential harm. Effective recruitment procedures ensure that staff are appropriately qualified and vetted and are suitable to work with children. Risk assessments for the premises for indoors have been undertaken. However, risk assessments for the outdoors play area and for specific outings has not been carried out and this is a breach of requirements. Appropriate safety measures are in place to keep children safe and prevent unauthorised access to the setting.

Good use is made of resources, which fully promotes all aspects of equality and diversity. Children have access to resources at child height to promote their independence and are able to move freely in between the dedicated areas of play throughout the single, large playroom. The outdoor area is used well to provide continuous provision to children so that they have the opportunity to play indoors and outdoors through their own choice. This promotes healthy living as children are able to play in the fresh air with a good selection of resources and develop their physical skills

There are some systems in place for self-evaluation, such as obtaining views from parents through questionnaires on a regular basis to improve the service and to promote better outcomes for children. Management have used recommendations from previous inspection reports to effectively address areas for development, such as developing the reading area. Furthermore, they have developed the outdoor area which is more secure and has soft play surfaces and the arrangement of resources within the playroom is set out into specific areas for learning. Management provide good leadership and staff share good working relationships with one another. Staff are well qualified and hold current certificates in first aid to promote children's welfare. Training is continually addressed as part of the regular discussion held at staff appraisals and meetings which ensure ongoing development is supported effectively.

Children benefit from effective engagement with parents. The daily contact between staff and parents contributes to the sharing of information about their child's progress towards the early learning goals. They are also kept informed

about events and activities through regular newsletters. Children from this setting attend other settings, such as childminders and nurseries, where they receive the Early Years Foundation Stage. Staff have as yet not formed effective links with them to ensure continuity and coherence in children's development and learning needs, as they have only established verbal communication with them to share basic information. Staff have experience of working with specialist agencies and other professionals in order to provide effective inclusive care for children with special educational needs and/or disabilities.

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

Children are happy, confident, independent and benefit from the care, activities and play opportunities provided. They are well supported by experienced staff, who have a good understanding of the Early Years Foundation Stage. Staff observe children and contribute to their ongoing assessments. This enables them to evaluate the activities to ensure these offer children sufficient support and challenges for them to make progress. The key person system provides children with sufficient support to achieve positive outcomes and staff are aware about further developing children's assessment records to provide a clear picture of children's progress towards the early learning goals.

Staff present themselves as positive role models to promote children's behaviour. They are positive in their approach to children and always encourage children to develop their interests. Children know what is expected through familiar routines and explanations and they receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. Hence, children feel valued and have a sense of belonging.

Positive images, resources and activities support children's understanding of the differences and diversity of the world around them. Children have celebrated the Chinese New Year and Diwali and tasted foods from other cultures as part of broadening their awareness of the wider world. Children use their imagination as they play with modelling dough pretending to make shapes of their choice. They problem solve when constructing train tracks. They develop a strong sense of self and are confident in choosing what they wish to participate in. Children's love of role play is effectively promoted through the provision of familiar resources, which enable children to use their imagination well. Children enjoy looking at books in a comfortable surrounding and competently use tools. Children's learning is skilfully promoted by staff, using open ended questions and extending their play. Language and communication skills are effectively promoted through play in all activities. Children have opportunity to develop their skills in using the computer which has age appropriate educational games to stimulate their learning. Children develop physical skills through regular opportunities for outdoor play.

Children are beginning to learn about the importance of healthy eating through the provision of nutritious snacks and staff talk to them about the types of food that are good for them. Snack time is used to offer children healthy options and drinking water is always available, helping to ensure children remain well hydrated.

Children have opportunities to help prepare their own snacks, which are usually low in sugar content. They have planted and grown their own potatoes and participated in making potato salad which they have all eaten. Children's self-care skills are developing well as they wash their hands independently at appropriate times, using paper towels to dry their hands. Staff implement good hygiene procedures, such as wiping surfaces throughout the day. Children are beginning to learn how to keep themselves safe through discussion and daily routines. They have been visited by the community police officer, fire safety officer and the road safety officer to talk to them about various aspects of the safety in their daily lives within the community.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of partnerships	3
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

Outcomes for children in the Early Years Foundation Stage	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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