

Baddeley Green Pre-School

Inspection report for early years provision

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Inspector Linda Tomkins

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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

Baddeley Green Pre-School opened in 1979. It operates from one large room in Milton Parish Centre in Stoke-on-Trent, Staffordshire and serves the local area. All children share access to an outdoor play area. The group is open each weekday from 9.30am to 12.30pm during school term times.

The group is registered on the Early Years Register. A maximum of 36 children may attend the group at any one time. There are currently 40 children aged two to four years on roll. The group is in receipt funding for early education. The group supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are six members of staff and two volunteers working with the children. Of these, five hold early years qualifications and three are working towards a Level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are able to make good progress towards the early learning goals through a varied range of activities that challenge and hold their interest. This is an inclusive group, where each child is recognised as unique and staff ensure that their individual needs are met. There is an effective working partnership with parents and school nurseries. The majority of the policies and procedures are well-planned and implemented to ensure the group reflects on their practice to monitor the care and education of children. Staff are committed to improving their skills by regularly attending training.

What steps need to be taken to improve provision further?

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

- ensure the records of daily attendance are accurately maintained (Documentation). 19/05/2010

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

- provide different learning opportunities for individual younger children who may need extra support to ensure they are secure and settled within the environment
- review daily routines to provide opportunities for children to use their knowledge and skills to count, reason and solve problems to develop their confidence with numeracy.

The effectiveness of leadership and management of the early years provision

The group has procedures to ensure children are safe and their welfare is promoted, for example, effective recruitment and vetting procedures are in place. The management ensures relevant details and staff records are available for inspection. Staff have a good understanding of safeguarding children and of their role and responsibilities in reporting concerns. The group has systems to ensure that the majority of staff are qualified and suitable to work with the children and that their continued suitability is well monitored. All new staff undertake an induction programme which includes examination of the policies and procedures. Staff regularly attend training to increase their knowledge and skills and attain further qualifications.

Risk assessments of the premises are completed and are in regular use and review. Daily checks are undertaken on all parts of the premises that the children come into contact with and all areas are monitored by staff. The premises have appropriate fire detection equipment and accurate records of emergency evacuation are maintained to ensure that all children are taught how to keep safe in an emergency. All of the required policies, procedures and documentation are stored on the premises, together with details of the regulatory information regarding children's individual needs. The group implements their policies and procedures to ensure the majority of all children's welfare is protected. However, the daily attendance records are not always accurate to show which children and staff are in attendance. This compromises security during an emergency evacuation.

Partnership with parents is effective and the group has developed records to ensure that parents are fully aware of their children's next stages of development. Parents value the group and the care that their children receive. They are aware of the activities their children are provided with and receive verbal reports on a regular basis. Parents are welcome anytime to talk to their children's key worker to discuss progress and examine their profile folders. Daily verbal communication between staff and parents helps to keep parents informed of their children's care and well-being. A parents approached the inspector and said 'the group is brilliant, she cries when she can't come'.

The group has procedures for identifying any additional help required for the children and is aware of how to seek appropriate support from other agencies to ensure that each child benefits from a positive experience. A settling-in and admissions procedure means that children feel reassured by the staff, who create an environment which is warm and accepting of everyone. The group has well-developed methods to share information with other Early Years Foundation Stage providers that some of the children attend, to avoid duplicating activities. Staff ensure a smooth transition to school by transferring the profile records and the children are taken into the school nursery to visit prior to transferring.

The management has a strong attitude to the further development of the group.

Through their process of self-evaluation the staff identify their key areas for further improvement, for example, making the outside area more secure, introducing six monthly staff appraisals and obtaining local school uniforms for the role play area.

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

All children are fully included within the group because staff ensure children are able to access an exciting range of activities and equipment. Children cooperate with each other, sharing resources as they play together in the hairdressers and bounce the puppets on the parachute. Children choose a variety of writing materials and creative resources such as card, glue and foil to make pictures, collages and displays.

Children can access the resources as they are stored at low level and clearly labelled. Their technology skills are developed, as they competently use the battery powered interactive toys and cash registers. They play shape sorting games, threading activities and jigsaws. The group celebrates various occasions, for example, St Patrick's Day with a large 'green' display. They discover world cultures from a wide range of equipment which reflects the diversity of society and children are encouraged to make choices and decisions. Staff skilfully engage with the children by talking to them and encouraging independence. Children access the toilet and manage their clothing and are further encouraged to develop their independence by pouring their own drinks and helping to prepare and serve food at snack time.

Staff have detailed records on each child's progress and preferred methods of learning and activity. They work with the parents and ensure they have access to their children's profile records of development. There is a formal method of monitoring and evaluating the effectiveness of the activities provided for children to accurately measure children's progress in the Early Years Foundation Stage and inform individual plans for children. However, at times, the older children's free play activities tend to take priority over some of the younger children, so that their needs are not fully met.

Children are learning about the wider world as they use and have access to natural materials in the outdoor area and tactile material inside. Children use paint brushes, rollers, cutters and scissors with increasing control and enjoy their sensory play with paint, dough, potting compost and sand. Space within the group is well utilised so that children can choose their own activity such as, serving customers in the garden centre role play area and bathing babies in the home corner. They excitedly join in with the circle time when they learn to take turns to speak when holding the 'talking duck' and use their 'listening ears'. Consequently, children's communication skills are rapidly developing.

However, although children have some opportunities to count and reason during the sessions, the daily routines are not actively used to develop meaningful applied number work and problem solving. Children are able to move freely between activities and generally play companionably side by side. They are taught to adopt

a good standard of hygiene as they are helped to understand how and why they wash their hands before food. Children discuss coughs and colds and using tissues to wipe their noses. They are provided with healthy snack food and enjoy their food whilst sitting and chatting with staff. The group makes effective use of the outdoor area and children have regular opportunities for physical activities such as singing and circle games with the parachute.

Behaviour within the group is very good, children understand levels of acceptable behaviour and boundaries. They are learning to share and take turns and work hard as they help to tidy the toys away. Staff manage behaviour in a calm, consistent manner and frequently inject moments of laughter into proceedings. Children treat one another and staff with affection and respect. The confidence they develop during their time in the group ensures they are active learners and prepared 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

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	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

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

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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