

Sturry Pre-School

Inspection report for early years provision

Unique reference number	EY216100
Inspection date	20/05/2010
Inspector	Robina Tomes

Setting address	Sturry Primary School, Park View, Sturry, Kent, CT2 0NR
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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.

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Description of the setting

Sturry Pre-School opened in 2001 and is committee run. It operates from a mobile unit in the grounds of Sturry Church of England Primary School, near Canterbury, Kent. The pre-school has access to two rooms and an outside play area. A maximum of 26 children may attend the pre-school or after school club at any one time. The pre-school is open each weekday from 9am to 11.30am and from 12.30pm to 3pm in term time only, except Tuesday when it is open from 9am to 2pm. The after school club is open on Tuesdays, Wednesdays, Thursdays and Fridays from 3.15pm to 5.30pm. There are currently 59 children aged from two to under five years on roll; of these, 49 children receive funding for early education. The pre-school currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The pre-school employs 10 members of staff; of these, seven hold appropriate early years qualifications and three are working towards a qualification. The pre-school receives support from a Pre-school Learning Alliance development worker and the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good relationships and a well developed knowledge of their children ensure that staff promote children's welfare and learning well. Partnerships with parents, the local school and other agencies are effective in ensuring that the needs of all children, including those with additional needs, are met. Children make good progress given their age, ability and starting points. The capacity of the provision to maintain continuous improvement and the high level of commitment from staff ensures a welcoming and happy setting where children enjoy a safe and secure learning environment.

What steps need to be taken to improve provision further?

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

- ensure that plans include a range of information and communication technology including computer software relating to different areas
- link observations to the Early Years Foundations Stage Framework and use to justify and moderate judgements.

The effectiveness of leadership and management of the early years provision

Leadership and management are good overall but particularly good in embedding ambition and driving improvement and in safeguarding procedures. Rigorous steps are in place to safeguard children, including vetting procedures for all adults who work with children. The comprehensive policies and procedures are implemented

consistently and robustly to ensure concerns are prioritised and dealt with effectively. The manager's high focus on continuous improvement ensures a well motivated staff with a good knowledge of the children and their needs. The high morale and common sense of purpose between adults who work well together ensure that all groups of children have opportunities to achieve as well as they can. As a result, outcomes in achievement and well-being are good. Self-evaluation takes into account the views of children and parents and is effective in identifying strengths and weaknesses. In addition, good use is made of findings from audits and reviews. The manager has recognised the need for an analysis of children's overall achievements in order to identify areas for development. Action plans are in place, with a focus on equality and diversity to ensure a greater understanding of needs of different groups of children and to raise awareness of diversity. As a result of this, some of the activities have been changed to meet the interests of a group, for instance changing books in order to offer more interest to boys. Use is made of a range of observations including focused observations to inform planning. However, these are not fully linked to the Early Years Foundations Stage in order to moderate judgements. The effective use of available resources, including training support from the local authority, has ensured improvements in the learning environment and in the active involvement of children in identifying the areas and activities that they enjoy. Well established partnerships are in place with parents, the local school and other agencies. The links with the school enable older children to visit and become familiar with their new teacher to make transition to the school easier. There are good communications between the setting and parents, which include the opportunities for parents to share in their child's learning journal. Parents are positive about their child's care and progress in the setting.

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

This is a well organised and well-maintained setting where children's learning and well-being are promoted well, enabling them to make good progress across most areas. Children's personal, social and emotional education is good and focused group activities are building effective literacy and numeracy skills. Children enjoy the setting so much that they run down the path to a warm welcome from staff. The good relationships between children and staff ensure that children feel safe and have positive attitudes to learning. The indoor and outdoor provision reflects the six areas of learning. The large outdoor area offers a good range of activities from planting seeds, riding and controlling bikes, investigating mini-beasts and quiet construction games to a selection of role play possibilities. Children behave well; they share toys and equipment and show a good level of consideration for each other. Children take the lead in organising activities or role play and show a good level of imagination. There are opportunities to write in the role play areas, in addition pre-writing activities are promoted in the outside area, however, this area within the class is somewhat limited. Staff support and extend learning through appropriate questioning, for instance when children are in the role play or other areas or using the construction materials. The key worker system is effective in enabling staff to know their children well. Their use of regular, planned, ongoing observation and assessment procedures enable staff to plan activities across all the

areas of learning that interest and challenge children. Information and communication technology is not high profile on plans or in the learning environment. However, children have used cameras well to identify their preferences in the learning areas and activities available. There is a good balance of adult-directed and child-initiated activities which actively engage children, including the use of external groups or staff who bring in additional experiences, such as additional music experiences. Children have a good understanding of how to keep themselves healthy and most remember to wash their hands after using the toilet, although they can need reminders to wash their hands before eating. They enjoy the snack bar for the opportunities to share a social occasion while they have healthy drinks and fruit. Children take responsibility for pouring drinks and help to cut and share the fruit. They are happy to discuss issues, and to make suggestions, and know that their ideas are taken seriously, for instance one child suggested that they could have their snacks outside as it was a nice day. Children are developing the skills that they will need 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

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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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