

Northgate St Andrews Pre-school

Inspection report for early years provision

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Inspection date 21/05/2010
Inspector Andrew Clark

Setting address Northgate St. Andrews First School, Northgate Street,
Great Yarmouth, Norfolk, NR30 1BP

Telephone number 01493 856515

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Northgate St Andrew's Pre-school opened in 2006 and is run by a committee. The setting operates from a separate building in Northgate St Andrew's Infant School in Great Yarmouth, Norfolk. It is on the ground floor and is fully accessible. The setting supports children with special educational needs and/or disabilities. A maximum of 24 children aged from three to eight years may attend in any one session. There are currently 78 children on roll, of which 78 are under eight years. Of these, 51 children are in the Early Years Foundation Stage, of which 50 are in receipt of funding for nursery education. The sessions run from 8.00am to 6.00pm five days a week, term time only.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are eight members of staff. The manager and over half the other staff hold a level three qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school meets the needs of the early years children well. It is an inclusive setting and everyone, including those with special educational needs and/or disabilities, makes good progress. The enthusiastic manager and supervisor guide their staff well and ensure the setting is well placed to continue to improve.

What steps need to be taken to improve provision further?

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

- improve the procedures to ensure the views of all staff contribute to the setting's self evaluation process.

The effectiveness of leadership and management of the early years provision

The quality of leadership and management is good. Procedures for safeguarding and to ensure all staff are suitable to work with children are good. There are robust systems in place to evaluate possible risks and keep the premises safe. There are good procedures for the safe administration of medication and the recording of accidents and injuries. Staff regularly update and improve their training for keeping children safe and healthy.

The staff share the manager's enthusiasm and commitment to change and improvement. They hold good levels of professional qualifications and are committed to further development. They have a good knowledge of the needs of

children in the Early Years Foundation Stage and plan their work accordingly. The manager makes good use of partnerships with other providers, particularly the host school, to ensure a good quality of practice and provision. The effective use of self evaluation has led to good improvements in the development of planning procedures and full use of the premises. However, systems to ensure the views of all staff are systematically gathered are underdeveloped. Staff have clear roles and responsibilities and this contributes to the smooth running of the club. Several staff are experienced and trained well in supporting children with special educational needs and/or disabilities and this ensures all children experience equality of opportunity.

Parents feel staff are approachable and appreciate the care they show their children. They feel their views are welcomed and find it easy to discuss concerns and ideas with staff. The school has good links with social services and other agencies to support the needs of children who are vulnerable. The increasingly close relationship with the host school contributes to the effective planning for children's learning and development in several areas.

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

Children are happy and well motivated. A good sense of fun permeates all of the children's activities indoors and outside. This helps them quickly settle and become confident and sociable. The well established roles of key workers help children to develop strong relationships with adults and extend their social skills further. The progress children make is regularly observed and the outcomes are used to plan the next steps in their learning. Many of the resources are planned to promote inquisitiveness and observation. These skills prepare children well for their future learning. The staff encourage children to tidy up carefully and play and work with consideration for others. Children feel safe and they behave well. They learn how to care for others through role play and real life experiences with the setting's pet guinea pigs.

The development and promotion of healthy lifestyles is good. The staff offer a good range of healthy snacks and the children are active and understand the benefits of a healthy heart. The large and secure outdoor space is used well to develop learning in all areas, especially children's physical development and role play. Staff make sure the food offered by the setting meets children's dietary and medical needs well. Snack times are social occasions where good hygiene is emphasised. Activity songs and rhymes help children develop their knowledge and understanding of the world and promote high levels of language and counting skills. The setting helps children make a good positive contribution. Well planned role play and visits, such as, to the school and local shops, help children develop a good understanding of the life of others and the world of work. The good quality of staff members' questions helps children deepen their learning and stimulates their curiosity. They make effective use of computers and audio and listening equipment in their learning. The home corner helps them recognise the value of modern technology in their everyday lives. There are good resources to promote positive images of different cultures available and children celebrate different religious and

cultural festivals, especially through cooking and baking activities. Resources are of good quality and there are attractive quiet areas for children to sit and relax.

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

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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