

Eaves Green Pre-School Childcare Centre

Inspection report for early years provision

Unique reference number	309573
Inspection date	22/04/2010
Inspector	Mary Wignall
Setting address	Eaves Green Community Centre, Lower Burgh Way, Eaves Green, Chorley, PR7 3QG
Telephone number	01257 241 440
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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

Eaves Green Pre-School Childcare Centre was registered in 1994 and is situated close to a developing community on the edge of Chorley. The group is based in a community centre and is registered to care for 40 children aged two to five years of age. The group operates Monday to Friday term time only, from 9am to 12.45pm. Sessions for two-year-olds are offered 9.30am to 12.20pm, and for children receiving funded nursery education from 9.30am to 12pm. Wraparound care is offered, with a breakfast club between 9am to 9.30am and a lunch club from 12pm to 12.45pm. The group is currently piloting an afternoon session on a Thursday, from 12.30pm to 3pm.

The group is registered on the Early Years Register and may care for no more than 40 children under eight years, of these, not more than 40 may be in the early years age group and, of these, none may be under two years at any one time. There are currently 47 children on roll. The children are cared for by a team of seven staff. Six staff hold a relevant level 3 qualification, one a relevant level 2 qualification, and one is working towards a relevant level 5 qualification and Early Years Professional Status. The group supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff commitment and good partnership with parents mean staff know and meet children's individual needs well. Staff have a good understanding of the Early Years Foundation Stage, resulting in the children making good progress in their learning and development. Most policies and procedures are effectively implemented to ensure the children's health and safety. The strong vision of the managers, ongoing staff training and effective self-evaluation drive sustainable improvements.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that any hazards to children, such as exposed foam on seating, are kept to a minimum (Safeguarding and promoting children's welfare). 19/05/2010

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

- help children gain concern for their own personal hygiene as they develop independence at snack time

- continue to develop children's learning records so that they are clear and accessible to everybody who needs to see them.

The effectiveness of leadership and management of the early years provision

The staff have a confident understanding of safeguarding issues. A suitably trained, designated person supports staff. Regular training opportunities and links with external organisations, such as the Pre-School Learning Alliance and the local authority, ensure their knowledge is up to date. Staff are suitably vetted and qualified and prioritise children's safety. They work well as a team to maximise the children's safe use and enjoyment of the premises, resources and space. Risk assessments help keep the children safe, both on the premises and off. Most equipment is in good condition, although children have access to seating which is in a poor state of repair, with exposed foam posing a potential hazard to the children.

Visible strategies encourage effective sharing of information with parents, to fully support children's learning and development. Highly positive relationships with parents are generated by a good key person system and a wide range of effective strategies to obtain parents' views. Parents and children share information about their experiences and activities, at home or on holiday, on the news board. It provides a wealth of valuable information, used to support and inform planning for individual children. It creates a warm and welcoming atmosphere, encouraging open sharing of information. Efficient procedures mean information is shared between other providers the children may also attend, ensuring relevant and consistent experiences for the children.

Self-evaluation processes take on board comments and views from parents and staff, and give an accurate assessment of the group's strengths and weaknesses. Staff enthusiasm and positive implementation of revised systems, to meet the Early Years Foundation Stage requirements, reflect the managers' vision for good quality. Well-targeted changes to the planning and observation systems, mean all staff are involved in personalised plans for each child.

The wide gathering of information about children's individual needs and backgrounds is well used by the staff. They make the most of the children's diversity to help them understand their local community and the wider world through fun activities, developing the children's self-esteem.

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

The children and staff enjoy their time at the group. Children enter confidently, supported well by staff, and settle into activities with ease. Toys and resources are well presented to the children. Low-level storage with text and pictorial labels helps the children make real choices in their play. As a result, the children are happy and active. Staff interactions are positive and well placed, for instance, they

effectively model use of toys, for example, magnifying glasses to make small things, such as ants, look big. They balance activities well. Children have plenty of time to explore the toy food as they play independently, stacking and sorting the food, and talking to each other about what it contains. Later on, when children stand looking at items in a toy shop, staff intervene, extending the children's conversation and counting skills, and encouraging their imagination. Individual children's files show samples of their work and assessments of their learning based on a range of observations made by staff. They link well to the planning of activities for the following week, to plan for the children's next steps of learning. Most children's files are clearly marked to track the children's learning in all areas, although some are not, which makes them less easy to use.

The children have a good understanding of safety. They show excellent negotiation skills as they play or join in activities. They resolve minor disputes over resources, for instance, by pointing out where additional toys are, rather than quarrel over the ones they are playing with. They show considerable patience and understanding as they wait for friends to manoeuvre toy cars in the outdoor space. Activities that acknowledge children's uniqueness, help them to develop high levels of self-esteem and value their diversity. Individual children's interests, experiences or skills are shared positively with the whole group. Children learn from each other, for instance, how to cook their favourite recipes, what it is like in other countries or how to hold chicks correctly.

Staff plan activities to develop the children's understanding of healthy eating. They chat together about the health benefits of different types of food. Children enjoy the independence of a continuous snack time. They help themselves to healthy snacks, such as fruit and toast. Hand gel is kept close by the food to help the children stay clean and hygienic before eating. However, as it is not always used, it does not effectively develop the children's understanding of good hygiene routines.

Small group activities enhance children's enjoyment and develop valuable skills for the future. They have time to share ideas, explore books or use computers. Computer games are linked to literacy programmes, developing their understanding and skill of both technology and linking sounds to letters. Staff model good use of mathematical language, as they suggest the mouse is moved either higher, lower, more or less. The child-friendly keyboards are attractive and practical, enhancing children's learning. The children naturally problem solve in their play, for instance, they show their understanding of measure and shape as they tip the water tray to get the maximum amount to fill their pots. They use different sized spoons and ladles to fill different sized measuring jugs. Their enjoyment of words is extended as the staff use creative language, such as 'squishy squashy' or 'ziggy zaggy'.

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	1
The extent to which children develop skills for the future	2

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