

St Albans Pre School

Inspection report for early years provision

Unique reference number

EY398937

Inspection date

05/07/2010

Inspector

Jackie Nation

Setting address

St. Albans Community Centre, St. Albans Road,
SMETHWICK, West Midlands, B67 7NL

Telephone number

0121 5580018

Email

michelle.pearson@stalbans-cc.co

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Albans Pre-School was registered in 1991 and re-registered as a Limited Company in 2009. The setting operates from a large community room and two smaller rooms on the first floor of St Albans Community Centre in the Smethwick. Access to the provision is gained by either using stairs or a lift to the first floor. There are toilets on both floors of the setting. All children share access to an enclosed outdoor play area. The setting serves children in the local community and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The setting is registered for a maximum of 30 children in the early years age range. Currently, there are 60 children on roll, all of whom are within the early years age range.

The setting is open each weekday during school term times from 9.00am to 3.30pm. Sessions times are 9.00am to 12 noon and 12.30pm to 3.30pm. The setting receives funding for nursery education. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs five early years practitioners, all of whom hold appropriate early years and childcare qualifications. The manager and deputy are completing degree level courses. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this warm and caring group where they make good progress towards the early learning goals. Inclusive practice lies at the heart of this child-centred environment because practitioners recognise the uniqueness of every child attending. Effective partnerships between parents, providers and other agencies ensure children's individual needs are met and their protection assured. The manager demonstrates a strong commitment to ongoing continuous improvement and constantly strives to improve the experiences of children attending the setting. Most of the required documentation is in place. Overall, a welcoming and inclusive service is provided.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 19/07/2010

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

- review the procedures for ensuring the ongoing suitability of all adults looking after children
- improve the use of information gained from observations to plan the next steps in a child's developmental progress to ensure each child moves on at a pace suitable to their individual needs.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding with comprehensive policies and procedures clearly understood by practitioners and designated individuals. The safeguarding policy is shared with parents. Children are safeguarded by robust recruitment and vetting procedures, including effective induction procedures for practitioners and students working at the setting. Criminal Record Bureau checks are in place for all practitioners and students to ensure their suitability to work with children. However, there is currently no system in place to check their ongoing suitability to ensure this remains so. Children's health, safety and well-being are enhanced by the consistent implementation of policies, procedures and practice. Effective systems are in place to ensure children are safe and secure, for example, procedures for the collection of children ensure that no children leave the setting unsupervised and comprehensive risk assessments cover all aspects of the setting and outdoors. Recording procedures with regards to medication, accidents and children's attendance records are effective and accurately maintained. However, the setting has yet to obtain information at the admission stage from parents about who has legal contact with the child and who has parental responsibility for the child. This is a specific requirement of the Early Years Foundation Stage.

The setting is very welcoming and promotes a child-centred approach which enables children to be self-assured, independent and secure. Children are motivated and interested in the broad range of activities and take responsibility for choosing what they do. Their delightful artwork and mark-making skills are displayed well to boost children's confidence and self-esteem. This is an inclusive setting where warm and caring practitioners have a good knowledge of each child's individual needs which enables them to promote all aspects of children's welfare successfully. Children with additional needs and their families are very well supported through links with outside agencies and all children can access the learning experiences provided equally. Practitioners value linguistic diversity and provide good opportunities for children to develop and use their home language in their play and learning. Practitioners are also trained to use Makaton signing and often use this approach for supporting communication and language skills. The setting have established positive links with other providers of the Early Years Foundation Stage to fully support children's continuity of care and learning.

Partnerships with parents are strong and children benefit from this. The setting obtains an accurate picture of the child from their parents prior to admission using

an 'All about me' booklet and has good settling-in procedures. Parents are well informed about all aspects of their child's achievement and well-being through daily discussions, planned open days and progress reports. Parents are encouraged to be involved in their child's learning by using the parent board in the reception area to record children's achievements which can then be included in future planning. The setting also organise 'Enrichment days' where parents can be involved and contribute to special events and celebrations.

Children are cared for by experienced and dedicated practitioners whose ongoing professional development is fostered well through training opportunities. Practitioners are reflective and proactive about making any necessary further improvements to benefit the children they care for. Plans for the future are developing well through the use of self-evaluation which includes realistic improvement targets.

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

Children are eager to attend this welcoming and lively setting where they make good progress towards the early learning goals in all aspects of their learning and development. Practitioners have a good understanding of the learning and development requirements and know how young children learn and progress. They focus on children's enjoyment and achievement, and the range of experiences provided meet the needs of children well through a good balance of adult-led and child-led activities. This results in children becoming active learners, creative and able to think critically. Parents are kept informed about their child's progress and emerging skills. Whilst practitioners see assessment through observation as integral to supporting children's development, there is scope to improve the use of information gained from observations to plan the next steps in a child's developmental progress to ensure each child moves on at a pace suitable to their individual needs.

Children's personal, social and emotional development is fostered very well. They develop good social skills and like to help with everyday activities, such as, tidying away toys. Children greatly enjoy playing and working in small groups or pairs but are equally happy following their own individual interests. All children are provided with experiences and support which help them to develop a positive sense of themselves and of others. Children are encouraged to embrace diversity; they use a range of positive images resources and take part in activities to help them to understand the wider world. Children communication skills are good, they listen carefully to each other during circle time as they sing the 'Hello song' and share their news. They join in confidently with conversations and express their thoughts and ideas well. Children develop a love of books and enjoy listening to their favourite stories; they sing rhymes with enthusiasm, for example, 'Alice the camel' which also helps them develop their problems solving skills. There are good opportunities for children to practise their mark-making skills using paint, chalks and crayons. They have good opportunities to be creative and play imaginatively. Children construct models, manipulate dough, and enjoy cutting and sticking activities. They love to dress up and make up their own games using the wide

range of resources in the role play area. Practitioners effectively support children's problem solving skills through everyday activities, they talk about and observe numbers, colours and shapes around them. Children learn about the importance of fresh air and physical exercise because good attention is given to their physical development. Children love being outside and confidently explore in a safe, supervised environment. They happily dig in the sand and ride on bikes and scooters. Children's information, communication and technology skills are fostered well and they use the computer with growing confidence. They are provided with experiences which help them to understand about living and growing things, for example, they know how to plant seeds and tend to plants. These experiences help children to develop important skills for their future and help prepare them for the transition to school.

Children's welfare and care is supported effectively. Caring and nurturing relationships with practitioners enables children to form close attachments and feel secure. Children are beginning to understand about keeping themselves safe. This is demonstrated through discussions about the importance of taking the register to know how many children are in the group, and listening to stories which remind children about the importance of wearing a seat belt in the car. Children move around the indoor and outdoor areas safely and practitioners are on hand with gentle reminders about how to make their way carefully to the outdoor play area. Children's behaviour is good and sensitively managed, consequently children behave well and learn to share, take turns and be kind to each other. Very effective systems are in place to support children's welfare needs, including information about individual dietary needs and parents' preferences. Children adopt good hygiene routines and positive steps are taken by practitioners to minimise the risk of cross-infection. Healthy eating is a priority in the setting and children enjoy a drink of milk or water and a range of healthy snacks, including fresh fruit at snack time.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met