

# Toybox Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	303847
<b>Inspection date</b>	05/07/2010
<b>Inspector</b>	Tony Anderson

<b>Setting address</b>	St Johns C of E Primary School, Godly Lane, Rishworth, Sowerby Bridge, West Yorkshire, HX6 4QR
<b>Telephone number</b>	01422825073
<b>Email</b>	
<b>Type of setting</b>	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.

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**

Toy Box Pre-School is run by a voluntary committee. It was registered in 1981 and operates from a portacabin in the grounds of St John's Church of England Primary School in the Rishworth area of Halifax, West Yorkshire. Children have access to secure enclosed outdoor play areas, including the school playground and field. The pre-school is open Monday to Friday from 9am to 2.50pm during term time only. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged under eight years may attend the pre-school at any one time. The pre-school currently takes children from two to five years of age. There are currently 31 children on roll who are within the Early Years Foundation Stage. Of these, 15 are in receipt of funding for early education. The pre-school has procedures in place to support children who speak English as an additional language. There are four members of staff, two of whom hold a relevant level 3 qualification in early years and one who holds a level 2 qualification. The pre-school receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Appropriate care and welfare systems and procedures are in place, which help to support children's safety and well-being in this inclusive pre-school. Observations and assessments of young children are used to support their learning and are satisfactorily linked to their next steps of development. Partnerships with parents and carers are satisfactory, and sound use is made of the links with the other early years professionals to support children's progress. While the pre-school shows satisfactory capacity to improve overall, planning for improvement, including processes of self-evaluation, are not yet fully developed.

## **What steps need to be taken to improve provision further?**

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

- develop systems to gather information from parents when children start about their preferences and what they already know and can do in order to improve monitoring and evaluation of children's progress over time
- develop the systems and procedures linked to self-evaluation in order to effectively monitor the provision and outcomes for children, leading to clear identification of targets for further improvement
- improve learning and play experiences for children by extending opportunities for them to move freely between indoor and outdoor environments
- improve and extend the range of outdoor learning and play resources available to children.

## **The effectiveness of leadership and management of the early years provision**

Recruitment and vetting systems for staff, including safeguarding, are fully in place, and they are effectively trained for their roles and responsibilities. Welfare policies and care procedures are appropriately implemented by staff, adding to children's feelings of safety and well-being. The pre-school's staff work closely with all children and ensure an inclusive practice in which equality and diversity are celebrated. Staff have a satisfactory knowledge of how young children learn. However, detailed information is not gathered from parents when children start about their likes, dislikes and overall abilities in order to improve future monitoring of progress over time.

The range, use and deployment of learning resources is satisfactory overall but is less well developed in the outside play area, where it impacts on children's learning and enjoyment. In addition, opportunities for children to move freely between the indoor and outdoor environments is not maximised, which limits their range of options and choices. The pre-school uses frequent observations of children to note their interests and activities. The information gained is appropriately linked towards their next steps of development. For example, a child was observed matching colours of different items on a board. Their noted 'next steps' of development were to develop their counting skills by using the coloured spots, linked to each of the matching items.

Parents speak positively of the provision and say that they are kept informed about the pre-school's development. They have regular informal discussions with staff and they are encouraged to view their child's learning journey booklets. The relationships with external agencies and the host school's foundation stage team are satisfactory. Transition arrangements to support children moving up to the main school are well organised and help them to quickly settle into their new environment. The pre-school's systems of self-evaluation of its strengths and areas for development are not sufficiently robust, and are not yet consistently highlighting the key strengths and areas for improvement.

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

Children enjoy their visits to the pre-school, which is designed to offer a warm and friendly atmosphere for learning through play. However, the partial lack of a free-flow arrangement for children to choose where and when to play has an impact on their access to a continuous and effective learning environment. Inside the pre-school, children are able to access a wide range of toys and games to keep them occupied and to offer special challenges. For example, children enjoy studying the weather over a whole week and keeping a daily diary using a variety of appropriate symbols representing rain, sun, and clouds. This supports their growing knowledge of the world around them and also links to mathematical development through the noted daily temperatures. Other children extend their creative development as they draw and paint onto a large piece of paper attached to an easel for easy access. They help themselves to water when thirsty and this

helps to develop their confidence and independence. Photographs in children's learning journey files show them enjoying healthy snack-time choices of apples, oranges, bananas, melons and kiwi fruit, which adds to their knowledge of the world. Children enjoy playing in small and large groups and they demonstrate positive relationships with their friends and staff.

Children enjoy healthy snacks of fruit and juice and many children bring a packed lunch which is eaten in the main activity room. This time is utilised by staff to encourage children to learn correct table manners and to extend opportunities for speaking and listening. Children show a developing understanding of personal hygiene as they are encouraged to wash their hands before eating or after visiting the toilet. Children are developing an appropriate understanding of personal safety as they follow the rules when undertaking one of the frequent fire and evacuation drills.

All children are treated as individuals and they are encouraged to make choices as a means of gaining confidence and boosting their self-esteem. This applies equally to children who speak English as an additional language. Children's work is displayed on the pre-school's walls and staff use praise to support and encourage their efforts to improve their learning and development skills 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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