

Sturton Cygnets Pre-School

Inspection report for early years provision

Unique reference number 253471
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Inspector Aune Turkson-Jones

Setting address Sturton by Stow Primary School, School Lane, Sturton by
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Sturton Cygnets has been registered for many years and was originally known as Sturton-by-Stow Playgroup. The setting is run by a voluntary management committee and operates from a classroom in Sturton-by-Stow Primary School. It has access to the school hall and to secure outdoor play areas.

A maximum of 24 children may attend at any one time. There are currently 27 children aged from two to five years on roll. This includes 26 funded three and four-year-olds. The setting is able to support children with special educational needs and/or disabilities.

The setting opens Mondays to Fridays, term time only. Sessions are from 9am to 12pm on Tuesdays, Thursdays and Fridays and on Monday and Wednesday afternoons from 12pm to 3pm.

Six staff work with the children, all of whom hold relevant qualifications to at least level 3. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Sturton Cygnets provides a thoroughly enjoyable experience for the children who attend. The setting is fully inclusive and is able to cater effectively for children's individual needs. Activities are specifically set out at the start of each session and planned, so that they help the early years children to learn at a good pace. The manager and team work closely to create memorable learning experiences for the children. The setting's resources and its outdoor environment are mostly used effectively to stimulate the children. Staff are committed to evaluating the setting and its effectiveness and consequently they are well placed to drive improvements in the future.

What steps need to be taken to improve provision further?

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

- improve the outdoor area further so that children have more opportunities to learn about healthy lifestyles
- develop the storage space in the outdoor shed so that specifically boxed resources are fully accessible to children to further promote their independence.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the setting's relevant documentation and policies are up to date and reviewed annually. Staff carry out daily, weekly and annual risk assessments of all areas to ensure that children can play and learn in a really safe environment. The site is secure. Children leaving the main areas in order to access the school toilets are accompanied at all times. Staff training is fully up to date, and all of the adults know how to recognise the signs and symptoms of abuse and understand their roles clearly. Clear procedures are in place should concerns be raised. Children are encouraged to adopt safe practices by the good examples and instructions of the staff and the necessary policies are in place to support this. Resources are used effectively at the setting. Sessions are structured so that the space is organised into discrete learning zones and children have suitable opportunities to progress towards their early learning goals, through a mixture of adult- initiated and independent play. However, current storage methods in the shed means that children are unable to independently select a wide range of resources that can be used in the outdoor play area.

The management of the setting has continued to improve since the time of the last inspection, with a new highly skilled, enthusiastic manager in place. The manager has facilitated improved links with the host school, including a closer working partnership with the reception class and opportunities for the children to spend time together inside and outdoors. Stronger links with the local authority advisor, cluster group and other primary schools help to ensure that the provision remains of a high quality and meets the needs of the children effectively. Rigorous self-evaluation, ongoing planning and observational assessments, coupled with parental feedback, drive forward the team's passion for continuous improvement. This helps to secure children's learning and development in all areas of the Early Years Foundation Stage Framework. The setting has an honest and accurate view of its strengths and has identified areas for further development. These have been set out in a recent self-evaluation form and translated into an operational plan.

Children benefit from sharing some of the school's facilities, such as the field and outdoor play areas and from opportunities to socialise with the older reception children on a regular basis. Staff also use this partnership to identify children who may need additional support and to share useful information. There are also other successful partnerships with early years providers and with feeder primary schools. A notable strength is the link with the local authority's birth to five advisor, who is currently working closely with the setting to ensure that the best use is made of the improved outdoor space. Parents' views are actively sought and the setting provides extensive induction packs, regular newsletters and a suggestions box, as well as questionnaires and open opportunities to attend sessions and be involved. An example of this is a parent-run baking session.

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

Children are engaged and busy throughout their time in the setting which provides a varied range of planned activities each day. These are tailored to suit the needs of the individual children. Each day is structured, although there are times when staff develop spontaneous activities in response to the children's needs and ideas. Children move between indoor and outdoor activities freely and are encouraged to make their own choices. Children are well supported in their learning and a key person system is in place. Parents are aware of this and can speak regularly with staff regarding all aspects of their child's development. Children help to add pictures and information to their learning journals and this has become a collaborative effort between each child, their key person and their parents and carers.

Strategies used to promote learning and development result in children becoming more creative and active learners, with increasing critical thinking skills. The outdoor area has recently been improved by the addition of a newly built, covered space. The children now have their own storage area for outside wear, with coat pegs and shoe storage. Every opportunity is taken to encourage children to choose when to go outside, and to select suitable clothing. Responsibility is encouraged as staff have devised a rota system for the children to take home aprons for washing and to set the table at snack times. Children keenly participate in this system.

The setting supports progression towards the early learning goals through play and exploration, and learning is both planned and purposeful. Supported by observation and assessment, this ensures that children achieve as much as they can in relation to their starting points and capabilities. Support is available for those who are identified as having, learning difficulties and/or disabilities. Opportunities for children to practise early mark-making and counting skills are woven through all aspects of the setting and staff question and challenge children to deepen their knowledge and understanding.

Children say that they feel safe and show a good awareness of some aspects of safety because staff ensure to set good examples and use everyday opportunities to encourage understanding about safe practices. They are encouraged to play responsibly and to solve their own disputes. Staff promote good hygiene practices and children know that they must wash their hands prior to eating and after using the toilet. Appropriate action is taken when children are ill, with suitable procedures to prevent the spread of infection. Children have regular opportunities for outdoor activities, including time spent with the reception school children. Healthy snacks are served daily and there are plans to develop an area outside where children can grow their own vegetables and deepen their understanding of diet and nutrition. Snack time is used as an ideal time to encourage social skills and responsibility and children enjoy sitting together, responding positively to staff's high expectations of them.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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