

The Centre Pre-School Ltd

Inspection report for early years provision

Unique reference number

EY315224

Inspection date

01/10/2010

Inspector

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Setting address

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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

The Centre Pre-School is privately managed and is accommodated in a church hall, situated in a residential and business area in the centre of Newton Abbot. Although long established, the pre-school has been under its current registration since 2005; it is registered on the Early Years Register to care for up to 26 children in the early years age range, none of whom may be under two years old. The pre-school is in receipt of early years funding for three and four-year-olds.

The pre-school operates term-times only 9.30am to 12pm, Tuesdays to Fridays; with an optional lunchtime session that runs until 1.15 pm . At present there are 23 children enrolled aged from two and a half years old. A staff of seven are employed; of whom four, including the supervisor, are qualified to the equivalent of NVQ level 3. The pre-school receives the support of 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.

Children enjoy taking part in a wide range of purposeful activities that cover all areas of their learning and development. Children play safely and are cared for by a consistent staff team who know them well. Children are very familiar with the routines of the session and as a result feel safe and secure. The staff team work well together and are supported by a proactive committee to ensure the well-being of the children in their care. Their capacity for improvement is sound.

What steps need to be taken to improve provision further?

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

- provide children with the resources to learn about information and communication technology
- develop the current assessment and planning system in order for each child's learning journey to take a personal path based on their own interests, linked with the Early Years Foundation Stage framework; in particular with regards to boys
- when children attend several settings ensure that practitioners from each setting regularly share the children's development and learning records and other relevant information

The effectiveness of leadership and management of the early years provision

Children play in a safe and stimulating learning environment, where they have free access to a broad range of resources. However, children do not have daily access to resources that teach them about information and communication technology. Staff make good use of the small outdoor area to provide children with fresh air and exercise. Children are also taken off site to local parks to extend their learning and to promote their physical development. Safeguarding procedures in place ensure children are cared for by people who are suitable to do so and risk assessments mean children can play safely. Staff have a sound knowledge of the procedures they should follow if they have any concerns about a child's welfare.

The pre-school has strong roots in the local community and children benefit from the consistency of the staff group. Several of the staff and committee have been involved with the pre-school for many years. However, although this means staff know children well, the current assessment records do not clearly evidence children's achievements and next steps for their learning. The supervisor is aware that this is an area for development and has recently introduced a new system, which has yet to become fully effective; particularly in ensuring that boys undertake a broad range of activities. Staff show a commitment in continuing to develop their knowledge by attending training where possible and appropriate.

Staff have good relationships with children's parents and carers who are encouraged to be actively involved in the pre-school. They offer an open door policy where parents can discuss their child with staff on a daily basis. Parents are also invited to become involved in events, such as picnics and plays; photographs evidence the success of such events. Children benefit from these links, which means their learning is extended from pre-school to home; for example, children brought photographs of what they did in their summer holidays to make a display at the nursery. This gives children a strong sense of belonging and helps staff to provide an inclusive service as they get to know the children's individual needs. Some of the children attend other childcare provision and the pre-school has yet to extend links to these providers. Staff provide the children with regular opportunities to learn about other cultures, for example, by inviting visitors to the pre-school to read stories in different languages and talk about their lives.

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

Children arrive enthusiastically and are quickly involved in the range of activities on offer to them. Free play is encouraged with children making choices throughout the session from the resources available to them. Generally children make choices that cover all areas of their development, although boys tend to choose more physical activities such as using the slide or tunnels to play in. All children develop their imagination as they get involved in role play using a variety of resources and good friendships are apparent as they play together.

Children's health is promoted. They make choices from the healthy options available to them at snack time and grow vegetables in the small pre-school outdoor area. They enjoy going outside for fresh air and exercise, whatever the weather, with staff ensuring they are appropriately dressed. Simple pictures in the bathroom encourage children to wash their hands properly after using the toilet.

Children learn to enjoy books as they are read to and have access to a range of high quality stories. They understand that print carries meaning as they find their name labels for snack time. They develop their pre-writing skills as they are given opportunity to use pencils, paint brushes and glue sticks. Children take pride in their achievements. They show a good level of self-esteem, showing off the models they make to their peers and the staff team; in return they receive praise and encouragement. Children's behaviour is very good with any minor lapses quickly and sensitively addressed by staff.

Children are given regular opportunities to learn about the world in which they live, for example, watching tadpoles develop. They grow vegetables and plants in their small outdoor area, showing delight at the height their sunflowers reach. Children learn about different cultures naturally, for example, through the multi-cultural resources they access during their play. They also learn to think about others less fortunate than themselves; for example, by making cakes at pre-school to sell for charity.

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	3

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	3
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	3
The effectiveness of partnerships	3
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	3

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