

Ready, Steady, Go Pre-school

Inspection report for early years provision

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17/11/2010

Inspector

ISP Inspection

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*.

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.

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Description of the setting

Ready, Steady, Go Pre-School is an established, privately-owned group which first opened in 2001. It moved to its new location in September 2007. The pre-school operates from Mendip Green First School in Worle, North Somerset. It has sole use of a portacabin building which includes two children's lavatories and a small office. Children and staff also have use of the school's toilet facilities. The pre-school also uses the school's hall, computer suite and kitchen. Children have access to the school fields, playground and adventure playground for outdoor play. The pre-school is registered to care for 24 children aged between three and five years of age. It is open from 9am until 3pm term time only. At present there are 62 children on roll. Fifty-seven are in receipt of early years funding. Most staff have an early years qualification at level 3. One is training for a qualification at level 4 and another has a foundation degree. The pre-school receives support from the Pre-school Learning Alliance and the local authority. It is registered on the Early Years Register and on both the voluntary and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and happy, and enjoy coming to pre-school. The staff have good relationships with the children, their families and the nearby primary school. These good partnerships help children achieve well in their learning and development. The manager and her team are keen to develop the pre-school and take on new ideas and suggestions. As a result the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- review and develop the environment further to encourage children to become more interested in familiar words and numbers, and to help them recognise, read and write them.
- review snack time, clearing-up routines and children's access to the toilets so that they can be more responsible, learn more about simple hygiene procedures and develop their independence further.

The effectiveness of leadership and management of the early years provision

Safeguarding regulations and duties are met; arrangements and policies for protecting children are in line with requirements. This includes secure vetting procedures for all adults who work with the children. Staff have attended appropriate training and there is a nominated person who has responsibility for making sure that children are safe from harm and abuse. The pre-school identifies hazards and dangers as part of regular risk assessments and takes steps to make

sure that the premises and equipment are safe for children to use. As a result children are well cared for and can play and learn happily in a safe and secure atmosphere.

The pre-school is well led by the manager and her team. Good progress has been made on the recommendations of the last report, and senior staff know the strengths and areas for development in the pre-school. Some new resources have been bought, but these are not yet organised well enough to promote children's interest in mathematical and language skills. For example, there is no number line or area devoted to motivate the children to learn about mathematics. Neither are displays, the book corner or children's work sufficiently labelled to attract the children's attention to the written word.

Planning is good and the children's interests drive the kind of activities the staff provide. There is also a great deal of spontaneity which allows staff to respond to children's needs. A lot of fun was had when children hid inside a large cardboard box, and staff took children out to play on the spur of the moment after they had been kept inside all day during particularly stormy weather. Assessments of children's achievements are developing well now that staff are aware of the need to make sure that the next steps for learning are important to record in any evaluations. These are useful for the primary school and help make the transition to the reception class smooth and seamless.

The play school is an inclusive setting. Children with English as an additional language and those with special educational needs and/or disabilities are included in all situations. The pre-school receives help from other agencies when needed to help them provide for any child who needs extra help.

There are good relationships with parents and carers, who also receive helpful advice about simple health problems; for example, how to deal with head lice. Regular contact allows them to learn about the progress of their children and to contribute to their own child's successes when they send in information about what their children have accomplished at home. Parents and carers also have their opinions taken into consideration so that the pre-school staff can strengthen the partnership and help children make even better progress.

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

Children are happy and secure, and this has a good impact on their achievements. They enjoy taking part in creative activities and make good progress in their skills because staff organise interesting things to do. Children persevere and concentrate hard in these situations. For example, when making sticky, glittery pictures children can experiment with sprinkling different-coloured glitter on the paper. They successfully develop their independence because staff allow them to make lots of mess as they try out mixing different colour combinations. As a result the children are proud of their achievements, and staff give them lots of praise.

Children enjoy music and are very good at remembering lots of well-known action

songs. Staff are good at improvising and, on a wet day when the children are kept indoors, the action songs provide a good opportunity for children to let-off steam. Furthermore, children are given plenty of opportunities to successfully develop their physical skills when they play on bikes and trolleys in the school playground. Good links with the primary school mean that children can use the school facilities and especially the computer suite, which gives them an excellent opportunity to develop their understanding of the uses of new technology.

At snack times children are beginning to learn about the importance of eating healthy foods. They also learn to observe simple hygiene procedures such as washing hands before eating and after going to the toilet. However, staff spend a lot of time supervising the toilets and dispensing soap. They also prepare most of the fruit for eating at snack time and do a major part of the clearing up. This is not an efficient use of their time and they have yet to encourage children to be more responsible and even more independent in this respect.

The children at the pre-school enjoy stories, writing and drawing. However, the classroom is not organised in such a way that it entices children to learn more about mathematics and/or the written word. Some displays are not at the children's height, nor are labels simple enough or large enough to encourage children to notice words and reflect upon the things they have learnt; for example, the rules for making friends.

Children make a positive contribution to others by taking part in fund-raising activities. They learn about other languages which children speak, different religious festivals such as Diwali, and are joining in with the primary school's nativity play. In this way, the children are being well prepared for the next stage in their education and for adult life.

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	3
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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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