

# Foundry Road Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	EY410642
<b>Inspection date</b>	20/10/2010
<b>Inspector</b>	Diane Ashplant

<b>Setting address</b>	St. Andrews United Reformed Church, Foundry Road, KINGSWINFORD, West Midlands, DY6 9BA
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<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.

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## **Description of the setting**

Foundry Road Pre-School is owned by a private partnership and was registered under the current owners in 2010. It operates from three rooms in the annex of St Andrews United Reformed Church in Kingswinford. There is a fully enclosed area available for outdoor play which is accessed via two wide steps. The setting serves the local and surrounding areas.

The setting opens Monday to Friday during school term times. Sessions are from 9am until 12noon every morning and from 1pm to 4pm on Monday, Wednesday and Thursday afternoons, with a lunch club operating from 1pm until 2pm on these afternoons. Children attend for a variety of sessions.

A maximum of 30 children attend the setting at any one time. The setting is also registered to offer care to children over five years. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register and there are currently 62 children in the early years age range on roll. The setting supports children with special educational needs and/or disabilities.

The owners, who are both qualified early years practitioners, employ seven members of staff, of whom five are qualified to level 3 and two are qualified to level 2 and currently working towards a level 3 qualification.

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

Overall the quality of the provision is good.

Children's welfare, learning and development are well supported in this bright and welcoming environment where staff show a good understanding of the requirements of the Early Years Foundation Stage. Most documentation is in place and well organised to support the efficient and safe management of the setting. Systems for self-evaluation involve both staff and parents and are used effectively to identify any areas for development to support continuous improvement. Staff provide an inclusive environment and work together with parents and other agencies to support children's individual needs.

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

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

- improve the flow of information between parents and staff through ensuring staff in key roles are clearly identified, with particular reference to the key roles for supporting Special Educational Needs and behaviour management
- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other.

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

Children are safeguarded as staff are fully aware of their role and responsibilities for protecting children from potential harm or neglect. There is a clear policy which is shared with parents and several staff have recently updated their training in this area with others booked for the future. Children are cared for in a safe and secure environment where effective systems for risk assessment identify hazards and any action needed. All procedures are in place to ensure the safety of children such as very welcoming arrival and departure routines with staff at the entrance doors and safe collection systems. Most documentation for the safe and efficient management of the setting is in place. This is generally well organised and has been reviewed although some policies lack some detail with regard to designated staff roles and responsibilities. This impacts on parents and staffs clear understanding who is responsible for important roles with the setting that support children's welfare, for example, the Special Educational Needs Co-ordinator role and the behaviour management lead role.

Managers are aware of the need to have sound selection and recruitment procedures in place to ensure the suitability of staff. They encourage ongoing development through training, good information sharing and working together through regular staff meetings, and providing a positive, accessible presence themselves. All staff hold appropriate childcare qualifications and have remained consistent and committed throughout the change over of management. The new owners have involved both staff and parents in gaining their views on the setting and have reflected these in their action plans to support continuous improvement.

Partnership with parents is good and staff are always available for discussion. Effective key worker systems ensure the sharing of details about children's routines and their starting points, and regular parent meetings support a useful exchange of information about children's progress. Displays around the setting and the use of a website aid the sharing of information, such as policies and procedures and the newsletter. Parents are invited to events like 'graduation' and to workshops to see, for example, activities with pumpkins. The setting works effectively with other agencies so they work towards consistent goals and support individual children well. There are some good links with the local schools, although links with other early years settings where children attend are not yet fully developed which may impact on outcomes for individual children.

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

Children's care, learning and play is well supported in this setting where they are encouraged by experienced staff to make use of the wide range of resources and play opportunities available. Children move with confidence through the different rooms and freely access the outdoor play area, where they enjoy the fresh air and

happily free-flow in and out selecting resources of their choice. They are learning to carry out routines to promote their health as they independently use the toilet and wash their hands appropriately. They show a developing interest in healthy eating as they try out many varieties of fruit, such as pineapple, and help themselves to drinks of milk, water and juice. Children are learning to play safely and have regard for others as they recognise the potential hazards of, for example, spilt water or discuss the danger of matches and candles. Children are developing their social skills as they play happily with others in shared tasks or naturally follow the routine of selecting their own utensils at snack time and clearing away afterwards. Behaviour is good as they respond well to direction from the staff to take turns or line up and often use good manners spontaneously.

Children benefit significantly from their bright and accessible learning environment where they freely move between rooms and into the outdoor area, which is well used to support the range of interesting and different play experiences. There is a good balance of children's choice and adult-led activities including an interesting selection of natural resources and household items. Staff interact well with the children and enthusiastically join in their play, promoting their knowledge through appropriate questions. There are some planned activities around, for example, seasons and festival celebrations, and daily sessions when they get together at snack time and circle time. These are relaxed, social times where children engage in conversation with their companions and staff use opportunities well to extend their learning. For example, they count the number of children when taking the register and decide whether there are more boys or girls, and they discuss where different fruit grows and milk comes from.

Children converse with ease and confidence both with each other and in group times and make warm relationships with the staff. They are beginning to recognise their own names as they self-register on arrival and at snack time, they hang up their coats on named pegs. They show an interest in books, listen with anticipation at story time and engage enthusiastically in action and number rhymes. They show confidence in the use of computers and explore their environment as they use binoculars and magnifying glasses. Children work together outside to assemble and construct with boxes, planks, tyres and an array of other everyday items, and watch how cars run down the ramp, changing speed as they raise or lower the pipe. They explore their senses of touch and smell as they create designs with foam and mud and a range of other materials. There is a wide selection of resources to reflect diversity and activities, such as making a lamp for Divali, are used to develop their knowledge of the wider world. Children are happy, engaged and interested in the different activities and are confidently extending their own learning. For example, a selection of dinosaurs set out amongst natural items like bark, twigs and fir cones, prompts a child to look at the book to identify the different creatures.

Staff are aware of the need to monitor and observe children and use sticky notes and photographs to capture significant moments. These are incorporated in their learning journeys along with items of work and annotated notes to show their progress through the different areas of learning. Staff are also beginning to use a computer tracking system to help in their monitoring of individual children. Summative reports are assembled with some next steps identified to share with

parents so they can work together to support their children's learning.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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