

Little Potters Preschool

Inspection report for early years provision

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EY347590

Inspection date

13/01/2011

Inspector

ISP Inspection

Setting address

Potters Green Community Association, Community Centre,
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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

Little Potters Pre-school opened in 2010 and is a committee led group. It was previously known as Potters Green Playgroup which was a well established setting. The pre-school operates from a self-contained unit in Potters Green Community Centre and is all on one level with wheelchair access. It is situated in the Coventry area of the West Midlands and serves the local community and surrounding areas. There is a fully enclosed outdoor play area.

The setting may care for a maximum of 26 children aged from two to under eight years at any one time. They are registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 43 children on roll, all of whom are within the early years age range.

The setting opens five days a week and sessions are from 9am until 12 noon during term times only. A lunch club operates from 12 noon until 130pm Tuesday to Friday and a play and stay session on Monday between 1:15pm until 2:45pm.

The nursery employs seven staff including an apprentice. All work directly with the children. Six hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making sound progress as they participate in a varied range of experiences that help to promote their all-round learning and development. Planning requires further attention to ensure that it is tailored to meet children's individual needs. The team work alongside parents and other professionals to make sure that children are cared for in a fully inclusive environment that provides consistency of care. The provider demonstrates a sound commitment to developing practice and is in the early stages of introducing monitoring systems to help evaluate practice and improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- review adult-led activities so that children are able to express and communicate their own ideas and ensure that the particular aspect of learning identified is delivered to support children's development towards the early learning goals
- improve planning for individual children's learning by using the information gained from discussions with parents and from talking to and observing children

- lead a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for improvement that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff appropriately safeguarded children's welfare. The child protection policy is shared with staff and parents. This helps to ensure that all adults are aware of their individual and collective roles and responsibilities in protecting children from harm. The manager is actively looking for child protection training to keep her knowledge and understanding up to date. A risk assessment has been conducted and measures put into place to minimise any potential hazards to children. Staff deployment ensures that ratios are well maintained throughout the session and children are directly supervised. All adults working with the children have been through a vetting procedure to check that they are suitable to do so.

Documentation is generally well maintained and sufficiently organised to support children's needs and the smooth running of the setting. The manager is new to her role and is systematically updating policies and procedures. For example, existing systems to monitor the ongoing suitability of staff is currently under review. An appraisal system is being introduced which will enable staff to discuss their personal development and identify their training needs more effectively. Most recommendations from the previous inspection have been addressed. Some staff have been on behaviour management training to update their knowledge and skills in this area. The fire drill procedure is displayed for all to see and visitors are reminded to sign the visitors book so that they can be monitored. Drinking water is readily available throughout each session so that children remain hydrated. Parents provide information about their children's starting points and staff are working closely with the local authority early years advisor on planning a varied range of activities and experiences for children. However, this is still in the early stages of development.

Secure working relationships exist with parents and carers. This means they are well informed about the provision and are able to share good information about their children's care and learning needs. However, this information is not effectively used to plan experiences tailored to individual children's interests and capabilities. This could potentially mean that children are not appropriately challenged. Staff are available on a daily basis to talk to parents about their child's welfare and progress and they receive information about the setting through newsletters and an informative notice board. Parents comment positively on many aspects of the provision, for example, how well their children settle and the friendliness and approachability of the staff.

Parents are encouraged to become involved in their children's learning and experiences as they are invited to special events and are encouraged to comment on their children's assessment records. Staff establish good links with other local early years settings that some children attend, to help ensure consistency of care and learning. Policies and procedures are inclusive and appropriate systems are in

place to support children with special educational needs and those who speak English as an additional language. For example, staff utilise available support mechanisms such as speech and language therapists and know where to access specialist equipment if needed.

Regular meetings enable staff to share good practice, views and ideas. The newly appointed manager demonstrates a sound capacity for improvement and has started to make changes, some of which have a positive impact on children, for example, working closely with early years advisors to create a role play area and successfully applying for a grant to purchase information technology equipment and programmable toys. Some of the staff team have worked together for many years and they have started to embrace these changes. Systems to evaluate practice are in their infancy and are therefore not yet fully effective. The views of staff and others are not gathered or used to inform the setting's self-evaluation or assess priorities for future improvements.

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

Children and their families are warmly welcomed to the setting. Art work, pictures and posters are displayed throughout the room. This helps to develop the children's sense of belonging and raises their self-esteem. The areas are well-organised to promote children's independence. Resources are readily available and mostly stored at child height. Children are generally interested in their surroundings and move between most activities with confidence.

Staff have a sound understanding of the early learning goals and how children learn through play. Currently they make some observations, however this information is not yet effectively used to assess children, inform planning and identify next steps for their individual learning. Staff supervise children well and activities and experiences are balanced across all areas of learning. Staff are becoming more actively involved in the planning process although they are not always clear of the particular aspect of learning identified to fully support children's development towards the early learning goals. Consequently, children may not be making as much progress as they could.

Mark making and pre-writing skills are evident throughout the setting as children draw, make notes, and use diaries to record pretend appointments, supporting their understanding that print carries meaning. A comfy book area enables children to have good access to books. They listen intently to stories, extending their love of books and their understanding that words carry meaning. Children are learning to recognise their names. For example, they self-register and more able children enjoy games which help them to match sounds and letters.

Children have daily access to technology, using computers and programmable toys which will support them in later life. They have great fun using different coloured torches in a darkened room and discuss the objects they see when using a light

box. Children use their imaginations, dressing up in a range of clothes which supports their fantasy play. Art and craft materials are frequently available although some of the adult-led activities do not sufficiently allow children to be creative and express their own views. For example, during a craft activity children were not given the opportunity to cut their own shapes or decide how the finished product should look.

Children begin to develop an understanding of the community as they walk around in the surrounding areas and visit the local school. They celebrate some festivals from around the world and use an appropriate range of resources which are representative of other cultures. This helps children to learn about similarities and differences amongst people in society. Children with special educational needs and/or disabilities are well supported. Toys and equipment are accessible to all and care is taken to ensure that these resources depict a variety of abilities. Children are learning to take turns and share equipment as they play together. Any disputes are used as opportunities for staff to develop children's understanding of fair play. Children know what is expected of them through familiar routines and clear explanations.

Children are cared for in a suitably clean and healthy environment. Good hygiene routines followed by the staff and children help to prevent cross infection. Children enjoy opportunities to play outdoors throughout the session, which ensures they benefit from exercise and fresh air. They are learning about healthy eating and are encouraged to try cheese, crackers and fresh and dried fruit at snack time. Staff are helping children to understand how to keep themselves safe. For example, staff explain that when using scissors they must be careful because they could hurt and children know that they must not walk around with their drinks because they could slip on spillages. Risk assessments are carried out on a regular basis to ensure children's safety.

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?	3
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	3
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	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	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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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