

Castle Keep Pre-School Ltd

Inspection report for early years provision

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Inspection date	28/01/2011
Inspector	Tracey Boland

Setting address	Allesley Park Community Centre, 199 Winsford Avenue, COVENTRY, CV5 9NG
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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

Castlekeep Pre-School re-opened in 2010 as a limited company. The setting is privately owned and managed and operates from the community centre in Allesley Park, Coventry. Children have access to an enclosed outdoor play area. The pre-school serves the local community.

The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 56 children on roll, all of whom are within the early year's age range. The group opens five days a week during term time. Sessions are from 9am until 3pm. Children are able to attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. There is direct access to the setting.

The setting employs six members of child care staff. Five of these, hold an appropriate early years qualifications to NVQ Level 3 and one member of staff is currently working towards their Level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is safeguarded and child to staff ratios meet requirements. Very good attention is given to helping children develop their self-esteem and they continually gain skills for the future. Children are very happy, content and cared for by a caring staff team who demonstrate a good understanding of the needs of the children in their care. Planning is in place and takes account of the learning needs of the children. The environment is inclusive and partnerships have been formed with parents and other key professionals involved in the children's lives. Risk assessments are in place ensuring potential risks are identified and minimised.

What steps need to be taken to improve provision further?

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

- review systems for mealtimes to ensure children's comfort is maintained
- encourage children's recognition of numerals and letters in purposeful context in everyday routines.

The effectiveness of leadership and management of the early years provision

Children are protected from abuse and neglect through the knowledge of child protection issues and the vigilance of staff who access training to enable them to promptly respond to any concerns about children's welfare. Staff demonstrate a good understanding of their role and responsibility relating to safeguarding requirements and regulations. Robust recruitment procedures ensure that all new staff are suitably checked in order to care for children and procedures are in place to ensure children are not left unattended with unvetted adults. Detailed risk assessments are effective in minimising potential hazards to children's safety.

Children benefit from the good organisation of the space indoors and outdoors and move safely within all areas. Staff deployment ensures children are continually supervised and enables free flow between the indoors and the garden. Children are able to stay for lunch which takes place at the end of the morning session, whilst some children are collected. Children sit together to eat, however, staff are aware of the need to re-evaluate the mealtime as children are not able to relax due to the adults moving around the table whilst collecting their children.

Robust strategies are in place that ensures that the individual needs of children with special educational needs and/or disabilities are continually met. Staff understand the importance of working alongside parents, carers and other agencies to support children's needs effectively. Policies and procedures are inclusive and suitable systems are in place to support those who speak English as an additional language. Partnerships with other providers where children attend more than one setting are good and clear communication takes place. Children and their families benefit from the friendly, relaxed environment and children's art work is displayed throughout.

Effective settling in arrangements ensure parents and children get to know staff and the routines. Good systems are in place which enable staff to monitor and evaluate practice within the setting and partnerships with parents are good. Their views are sought through discussion, questionnaires and their involvement in the day to day running of the group. They are encouraged to share their own skills with the children, for example, cooking activities and become involved in trips and fund raising events. Staff demonstrate a clear commitment to developing their knowledge and skills through ongoing training.

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

Children are happy, settled and eager to become involved in the wide variety of activities that are provided. They make good progress in their learning and are able to self-select from a good range of resources which are accessible as stored at their height. Staff benefit from the detailed discussion that take place with parents about their child. The information gained is used effectively to plan an exciting curriculum taking into account their individual needs. Excellent relationships have

been formed between staff, children and their peers and interaction is very good.

Staff make concise, informative observations of children at play and their evaluations reflect a true understanding of each child's developmental stages and needs. Staff organise the provision well to enable children to freely access toys and resources. These are stored safely and at a low level. Children benefit from the wide range of resources provided that challenge children's learning across all areas. They learn about safety and the need to be healthy through discussions, consistent routines and activities, for example, washing their hands after using the toilet and before eating any foods. They are actively involved in planting and growing fruit and vegetables in the large garden and use their produce in cooking activities, such as making vegetable soup and eating it for their snack. They learn the importance of staying hydrated and access a water dispenser freely throughout the session. Children also develop an understanding of the importance of recycling and a compost heap has been developed in the garden which is used for any waste.

Children benefit from the free flow play between the indoors and the garden which is divided into three areas. They are able to develop their physical skills whilst using bikes, scooters, balls and basket ball nets. Children's understanding of wildlife is continually nurtured while they use the bird hide within the nature area of the garden. Posters and information fact sheets are provided alongside binoculars which enable them to identify any birds they do see.

Children enjoy the attention of the adults who care for them very much and good relationships have been formed. They show by their behaviour and mannerisms that they feel safe. Behaviour is managed effectively by the staff and children receive lots of praise and encouragement in all they do. Children are delighted when they have completed a task, for example, after completing a threading card successfully and photographs are taken to show the children's good work which is then shared with their parents.

Children are developing many skills for the future. Their ICT skills are continually developing through using a range of programmable and electronic equipment and their control and co-ordination when using the computer and effectively use the mouse to manoeuvre through games and programmes. They learn simple addition and subtraction and mathematical concepts through activities, such as, using the compare bears where they differentiate size, put them into specific groups of colour and count up to 10 and above. Children recognise their names using flash cards for registration and at snack and mealtimes. They learn phonics in everyday situations and enjoy completing the daily calendar at circle time, however, they are not always sufficiently involved when identifying the numbers and letters for the date and days of the week. Children learn to negotiate with their peers and play well with or alongside each other and are very kind and considerate towards each other.

Children enjoy learning about diversity and the wider world through the activities, resources, books and celebrations that take place during the year. They visit places of interest and have recently been attending places of worship, looking at the architecture, looking at the various colours used in the windows and recreating the

stained glass windows they have seen. Children's understanding of their own safety is encouraged through the consistent routines that are in place within the setting and the discussions that take place with them about road safety and stranger danger when out.

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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