

Seashell Pre-School

Inspection report for early years provision

Unique reference number	223785
Inspection date	14/01/2011
Inspector	Susan Andrews

Setting address	St James Church Hall, West Cotes, Tile Hill, Coventry, CV4 9BD
Telephone number	07855427314
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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

Seashell Pre-School was registered by the present provider in 1994 but was established originally during the 1980's. It operates from St James's Church Hall in the Tile Hill area of Coventry. The church hall is a single-storey building with an enclosed outdoor play area and sensory garden that can be easily accessed by all children.

A maximum of 32 children may attend the pre-school at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday, during term time from 9.00am to 12 noon on Monday, Wednesday and Friday and from 9.00am to 3.00pm on Tuesday and Thursday.

There are currently 44 children aged from two to five years on roll. Children come from the local community and nearby towns and villages. The pre-school supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The setting employs seven staff. Including the manager, all childcare staff hold appropriate early years NVQ Level 2/3 childcare or play work qualifications

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and are well-settled at the pre-school. They respond positively to staff who listen to children and show a real interest in their welfare. The required documentation, policies and procedures are in place and are regularly reviewed. Staff have a sound awareness of the welfare and learning requirements specified in the Statutory Framework for the Early Years Foundation Stage. However, observation and assessment systems are not effectively identifying children's next steps to enhance their development. Systems of self-evaluation and reflective practice to drive improvement of the setting are only in the early stages of development. The pre-school fosters good relationships with parents and provides children with a safe, welcoming and inclusive environment for their care, play and learning.

What steps need to be taken to improve provision further?

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

- develop further, the ongoing observational assessment systems to inform planning and through play based activities, identify the next steps for each child's continuing development
- establish effective systems to influence and drive improvement of the setting

- by developing the self-evaluation and reflective practice procedures
- involve children in developing a sustainable commitment, in a way that reflects the limitation of the planet's environment and resources.

The effectiveness of leadership and management of the early years provision

Overall, there are good arrangements to safeguard children from harm. The pre-school has policies and procedures that are in line with current national and local guidance, so helping staff to safely manage children's care. For example, staff recognise the signs and symptoms of abuse and understand their reporting responsibilities in the event of any concerns about a child, or allegations of abuse by a staff member. Systematic recruitment procedures are in place ensuring children are constantly supervised by vetted, suitably qualified and experienced staff. Required records are kept and contain all the relevant contact, care and health details of individual children. Written parental authorisation is obtained to seek medical treatment in the event of an emergency. Staff hold first aid qualifications and can therefore respond appropriately should a child have an accident or become unwell whilst at the pre-school. Comprehensive risk assessments are conducted and reviewed and children are beginning to learn about their own safety. For example, they walk carefully on slippery wet surfaces in the garden and staff involve them in regular fire evacuation exercises. In this way, they are familiar with procedures to be followed in the event of a real emergency.

Self-evaluation and reflective practice are in the early stages of development and thus staff are not fully able to identify strengths and weaknesses within the provision. Consequently, the setting's capacity to improve is compromised.

The pre-school has begun to establish some good links with specialist support workers, local primary schools and other agencies. This ongoing approach helps to take account of children's individual needs and experiences. Staff engage parents in informal daily discussion on arrival and collection. They share information and update them regarding children's activities and well-being. Parents are kept fully aware of the setting's policies and can access and contribute to their child's learning journeys. Parents value the close links they have with their child's key person. They state that staff are kind, approachable and that their children are happy and safe in their care.

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

Children are happy, settled and enjoy the time they spend at the pre-school. Staff ensure no unauthorised person can gain access to children in their care, vigilantly monitoring arrival and departure and always supervising children appropriately.

Children are provided with a range of activities and resources that spark their

interest and encourage them to explore, be imaginative and creative. Children are taking some steps to become independent learners through self-initiated activities. They explore their environment and the wider world, however, the setting has not taken steps to raise children's awareness of sustainability and the limit of the planets resources or involve them in activities such as recycling.

They choose toys and equipment for themselves and have free-flow activities indoors and out. For example, they choose books, play with puzzles and wheeled toys and enjoy art and craft activities. Staff also engage children in adult-led activities, such as arranging a visit of five week-old rabbits. Children count numbers, sing songs and look at letters, words and pictures in story groups or when identifying their name cards.

Effective observation and assessment strategies are not yet fully developed. This does not promote individual children's learning or direct their progression through the early learning goals. This also limits staff's ability to accurately assess children's stages of development or to extend their learning by planning effectively for what they need to do next. Diversity and inclusion is promoted through a suitable range of activities, toys, books and equipment that promote positive images of culture, gender and disability. Staff work in close partnership with parents and other agencies to ensure the needs of children with special educational needs and/or disabilities, or those who have English as an additional language, are fully considered, to ensure they achieve their full potential.

There are good arrangements in place to keep children safe and help them develop a healthy lifestyle. Staff encourage them to follow appropriate hygiene procedures in their daily routine. For example, they wash their hands after using the toilet and before eating. Appropriate explanations are given by the staff to help children understand why hand washing is important. Children have daily free-flow opportunities as they enjoy fresh air and exercise in the enclosed outdoor play area or dance and move to music indoors. A snack bar is organised where nutritious healthy options are provided. For example, fresh fruit such as apples, pears and bananas. Milk and fresh drinking water are readily available, therefore, children remain well-hydrated.

The pre-school operates a positive approach to behaviour management with much praise and encouragement, such as, 'well done' and 'that is kind of you to share'. Staff give clear explanations, so that children know what is expected of them and understand how their behaviour affects themselves or others. For example, children are reminded to be kind and patient while others take turns with the play dough. Children behave well, play together harmoniously and have fun.

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	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	3
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

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

Met