

# Edenfield Village Pre-School

Inspection report for early years provision

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**Unique reference number** 309294  
**Inspection date** 27/01/2011  
**Inspector** Wendy Fitton

**Setting address** The Community Centre, Exchange Street, Edenfield, Bury,  
Lancashire, BL0 0QH

**Telephone number** 07748 083 009

**Email**

**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

Edenfield Village Pre-school registered in 1993 and is managed by a committee. The group operates from a community centre in the village of Edenfield in Bury in Lancashire. The pre-school caters for children from two years up to eight years.

The pre-school is registered for a maximum of 24 children on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 19 children on roll of whom 19 are in the early years age range. The pre-school provides funded early education for three and four year olds.

The pre-school is open five days a week from 9am to 12.30pm on Mondays and Fridays and 9am to 3pm on Tuesday, Wednesday and Thursday. Children share access to a secure outdoor play area. There is a team of three staff, including the two supervisors. All staff hold a National Vocational Qualification at Level 3 and one supervisor has a Level 4 and is working towards a Foundation Degree in Childhood Studies.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well-cared for in a warm and welcoming, safe and stimulating environment where staff recognise children's needs and effectively promote inclusive practice. Staff support children's ongoing development through the Early Years Foundation Stage by providing children with a variety of interesting play experiences and activities. There are secure partnerships established with parents and carers, other professionals to complement children's care and learning. The system for the evaluation of the quality of the provision to make challenging plans for the future is ongoing.

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

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

- develop and enhance the system of planning, observation and assessment in order to meet individual children's learning needs to support their future steps as they progress towards the early learning goals.
- review and update all records, policies and procedures for the safe and efficient management of the provision in line with the Early Years Foundation Stage framework
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are protected and safeguarded by the effective procedures in place that ensure those working with children are safe to do so and understand their role and responsibility. The setting's safeguarding policies and procedures are effectively implemented and staff know their role and duty in keeping children safe from harm. Staff are suitably vetted and cleared to work with children. They are experienced and qualified in aspects of learning and the welfare of young children. All staff have National Vocational Qualifications at Level 3. Children's safety indoors and outside is effectively met through comprehensive risk assessments, health and safety practices and the provision of good quality and safe furniture, equipment and toys.

Partnerships with other professionals are evident as staff link with the local feeder school, childminders and early years development and support networks. This enables them to fully support and complement children's individual needs and interests. There is active involvement of all staff in team meetings to discuss and share their ideas. The setting continues to develop and improve the facility and since the last inspection all previous recommendations have been addressed. The deployment of resources are effective and staff work as a team and fully support children throughout the sessions. The system of self-evaluation and reflective practices to identify the setting's strengths and priorities for development are ongoing in liaison with the management committee.

There are effective partnerships with parents and two-way communication has a positive impact on children's development and learning. Parents are welcomed and given a friendly greeting by staff. They receive a welcome pack at the start of their child's placement detailing organisational policies and procedures. However, the policies and procedures that contribute to the safe running of the setting are under review to fully meet with the requirements of the Early Years Foundation Stage Framework. Parents can access their child's development profile and staff are available to talk with parents according to their wishes. There are notices and information boards for parents to access and key services to contact for any support they may need. Parents comment positively about the service they receive and feel the pre-school setting is informal, open and friendly and that the children are well-supported and encouraged to learn according to their own needs and interests.

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

Staff have a good knowledge of the learning and development requirements. They support children's learning through well-planned activities and experiences with access to a range of resources for children to play, explore and become active learners. The planning of the learning environment is linked to the six areas of

learning and continuous provision provides opportunities for children to play freely and spontaneously. Staff respond to the information provided by parents and are beginning to plan for some individual learning needs. Each child has an individual file that shows some photographs of different activities and some observations. However, observations are not clearly evaluated to identify learning priorities to inform planning for each child as they progress towards the early learning goals.

Children are independent as they put on their own coats before they go outside, they tidy up toys and self-select from the resources. Children have positive relationships with their key worker and other children and so feel secure and confident in the environment. Children are interested and motivated to learn and, therefore, feel confident in the discussion times and freely share their news and information about their own personal feelings and interests. Children develop their communication language and literacy skills through access to books, listening to stories and following instructions and guidelines. They recognise their own names around the environment on coat pegs and their own art work. Children participate in mark making activities as they write lists in the exercise books and on writing pads, they use stencils, chalk boards and experience paint, sand and various writing tools. Children relate to key words around the play area as they see words about water play, such as, splash, plop, pour. Children learn about technology and how to operate simple machinery. They use the email telephone, the lap tops, operate the learning keyboards and torches and cameras. They develop their creative and imaginative skills as they use the role play area with dolls, prams and kitchen equipment, they play in the small world area with the pirate ship, the fairy tale castle and the figures. Children problem solve as they fix shapes and construction pieces together to make a tower or a construction. They see different shapes and colours and use number language during their everyday routines when counting plates and cups at snack time. They learn about different textures and use different mediums with rice, play dough and sand. Children learn about different cultures as they prepare the lanterns to celebrate Chinese New Year. They develop their physical skills when accessing the outdoor area on a daily basis. They use wheeled toys, tyres, climbing equipment, balls and space hoppers.

Staff are fully committed to good quality care. This actively promotes the children's knowledge and understanding of safety, healthy lifestyles and develops their skills for the future which enables them to make a positive contribution. Children feel safe and secure in the setting and understand about the issues relating to safety. For example, children are encouraged to use equipment safely when cutting with scissors, they are reminded to pick up toys and pieces off the floor so as not to trip. Children develop their own spatial awareness when riding on toys in the outdoor area and are asked not to run inside. They are confident and comfortable and familiar with the routines and rhythms of the sessions. Children know when it's snack time, story time, outdoor play and lunch time. Children are provided with a healthy balanced diet and have fresh fruit, regular drinks and take healthy lunch box items. They learn about being healthy and active, through outdoor play, relaxation and physical activities. Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. They behave well as they are well-supported, occupied and interested. Staff work closely with parents to defuse any situations, children respond to the one to one support and

encouragement. Staff follow the behaviour policy using positive strategies and being consistent.

## 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	3

### 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	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	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

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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

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