

# Intake Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	EY343025
<b>Inspection date</b>	07/02/2011
<b>Inspector</b>	Tracey Outram
<b>Setting address</b>	Intake Methodist Church, Foxwood Road, Sheffield, S12 2FP
<b>Telephone number</b>	077481628529
<b>Email</b>	
<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*.

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## Description of the setting

Intake Pre School has been registered since 2007. It is situated within Intake Methodist Church in Sheffield, South Yorkshire. The children have access to two playrooms, toilet facilities and an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. It is in receipt of funding to provide free early education for children aged three and four years. The group is registered to care for a maximum of 26 children aged between two and five years. There are currently 36 children on roll. The pre-school is open 9.15am to 3.15pm on Monday and between 12.15pm and 2.45pm on Tuesday, Wednesday and Friday. On Thursday, they operate a morning session between the hours of 9.15am and 12.15pm. The setting operates for 38 weeks of the year. Children come from the local and surrounding areas.

A team of six staff work directly with the children. Of these, two hold qualifications at Level 4, three staff hold Level 3 qualifications and one member of staff is unqualified. The group is managed by a Board of Trustees and is a registered charity.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children attending the setting are happy and make steady progress in their learning and development. Most resources are used appropriately, and in general the policies and procedures are suitably implemented. Members of staff are friendly and they are keen to ensure that the children's individual needs met. The pre-school has a strong capacity to improve and enhance outcomes for children and families.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the record of risk assessment is ready for inspection and clearly state when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment). 28/02/2011

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

- enhance the use of observations to help plan appropriate play and learning experiences that are based on the children's development needs, interests and different styles of learning

- review the range of activities to ensure that they contain sufficient levels of challenge and develop the outdoor environment to offer a range of experiences which support children's interest and curiosity
- increase the use of sustained shared thinking by asking open questions which support and extend children's thinking and help them make connections in learning.

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

Children are appropriately safeguarded as members of staff demonstrate a sound knowledge of how to maintain their health, safety and well-being. They regularly attend training to ensure they are familiar with the different indicators of child abuse and know how to make a referral to the local investigating agencies. In addition, appropriate recruitment and vetting procedures ensure that members of the committee and staff working with the children are suitable to do so. Overall, staff take a number of positive steps to supervise the children and reduce hazards. However, on the day of inspection the record of risk assessment was not accessible; this is a breach of the requirements of the Early Years Foundation Stage.

The registered premises are secure and staff aim to create an environment in which the children have some choices in their learning and play. However, as the session progresses, some children start to lack focus and direction because the indoor learning environment is not consistently reorganised. Inclusive practice is appropriately considered. For example, there are systems in place to support children who are learning English as a second language and high levels of support are offered to children who have additional needs. Staff are keen to ensure that children have a positive experience within the setting and they happily liaise with other professionals to ensure that children obtain the help they need.

Positive relationships are formed with parents and carers, which enable staff to meet the children's personal requirements. However, there are fewer opportunities for parents to work in partnership with the pre-school to support their children's learning. Since the last inspection, there has been a change in the leadership of the setting; the new manager is enthusiastic and committed to addressing the recommendations made at the last inspection. In addition, she has accurately target areas for improvement, which include the outdoor play space, partnerships and the educational content of some of the activities provided.

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

The staff have a satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage. They generally provide good levels of help to children and use observational assessments to monitor their progress. However, planning for children's next steps do not consistently build on their existing abilities and interests and consider different styles of learning.

Similarly, the range of resources does not provide all children with sufficient stimulus, for example, the older children are able to complete some of jigsaws very quickly and alternatives are not easily accessible.

A strength of the setting is the effort that staff place on encouraging children to communicate. For example, the daily routine involves children and their key person successfully joining together in small focus groups to foster children's enjoyment of spoken and written language. Together the adults and children enjoy animated discussions about the days of week, weather patterns and letters and sounds. Their learning is further supported by the use of props, such as, 'feely bags' and musical instruments. In contrast to this, there are other times during the session when staff fail to challenge children's thinking. This is because they do not ask open-ended questions which encourage children to hypothesise and make connections in their learning.

The children attending the setting are lively and sociable. They show some good levels of creativity as they use large blocks to make 'rockets, aeroplanes and a football pitch'. They skilfully describe size and count with confidence up to 10. In addition, the children enjoy role play as they dress up, make up their own stories and use a variety of resources to develop their handwriting skills. The children's physical skills are developing well and they gain confidence through the use of a designated indoor active play area. However, the use of this area is not sufficiently planned. Similarly, the outdoor play space is not used to its full potential to support children's development across all areas of learning.

The children are starting to build some firm friendships and they show respect for others. They learn about the wider world through engaging projects, such as, Chinese New Year and tasting different food types. The children show high levels of independence in their personal care. They understand the importance of hand washing and know some rules about staying safe within the setting.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	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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