

# Wesley Hall Pre-School Centre

Inspection report for early years provision

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<b>Unique reference number</b>	226887
<b>Inspection date</b>	15/02/2011
<b>Inspector</b>	ISP Inspection

<b>Setting address</b>	Wesley Hall Community Centre, 76 Hartington Road, Leicester, Leicestershire, LE2 0GN
<b>Telephone number</b>	0116 2626000
<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*.

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**

The Wesley Hall Community Centre Limited provides sessional care for children aged between two and five years. It is situated in the Highfields area of Leicester City. The pre-school serves the local community which is predominately Asian. The pre-school operates every weekday morning from 9am - 12pm and every weekday afternoon from 1pm to 4pm. The children have access to the pre-school room, community hall, small back room and an enclosed outside play area. The setting is registered on the Early Years Register and both parts of the Childcare Register to care for 26 children under eight years. There are currently 46 children on roll, all of whom are in the early years age range. The setting supports children who have special educational needs and/or disabilities. All children at the setting speak English as an additional language.

There are five members of staff that work with children, all of whom have at least a Level 3 childcare qualification. Most staff are also bilingual. 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 are happy and settled because staff ensure they take care to have all the relevant information about their individual care and development needs. The environment is safe for children and a good range of quality resources support their play and learning. This means they generally make good progress in the Early Years Foundation Stage. Effective partnerships are in place with parents and others involved in children's care. Most required policies and procedures are in place and are used well to underpin the management of the group. Systems to monitor and evaluate performance are good and self-evaluation is used well to enable the setting to constantly improve the service to children. All recommendations from the last inspection have been met.

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

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

- improve methods of conducting risk assessments, identifying and taking reasonable steps to ensure that hazards to children indoors and outdoors are kept to a minimum
- promote links between children's starting points and the areas of learning so their achievements can be built upon
- make sure staff understand they must declare all changes to circumstances which may affect their suitability to work with children.

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

Staff have a good understanding of their role in safeguarding children and all staff have attended training in this area. They are clear about reporting procedures and a comprehensive policy is in place which is shared with parents. The premises are well staffed and people who are not cleared are never left alone with children. Children's safety is further enhanced as admittance to the building is via a reception area, all visitors sign into the building so staff have a good awareness of who is on the premises. Recruitment procedures are generally robust, although, staff associations are not routinely checked to ensure children's safety is maximised.

Daily risk assessments are in place to ensure the setting and resources are safe for children. However, risk assessments are not routinely robust enough to identify all actions taken to minimise hazards. The setting is welcoming with displays of children's work on the walls which helps them to feel valued and raises their self-esteem. There is free-flow around the main room which means children have lots of opportunities to follow their interests and move from activity to activity. This promotes their choices effectively.

All staff are qualified and staff training needs are well supported. This ensures children are cared for by a qualified and motivated staff team. This also demonstrates the setting's commitment to ensuring staff development and providing a quality service to children.

The manager understands that self-evaluation is a working document and has used this effectively to identify areas for improvement, such as better planned play for outdoors. All staff are actively involved in identifying strengths and the manager has devised an action plan to maintain continuous improvement.

A good range of operational policies and procedures are in place and parents receive a prospectus with many of these included. They also have the opportunity to comment on the running of the setting via questionnaires. Staff are always available to speak to parents and parent's evenings are in place so they can share in their children's learning journeys. Parents spoken to expressed positive comments about the setting and staff and felt they were well informed about their child's progress. Good progress has also been made in working with others involved in the care of children, consequently, they receive a consistent and targeted service.

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

Staff have a good understanding of the Early Years Foundation Stage and plan interesting activities for children, which they enjoy. Good observations are taken

about children and activities are evaluated to ensure they provide a worthwhile learning experience. Activities are linked to the areas of learning and assessments clearly show what children have achieved and what they need to learn next. However, starting points are not yet linked to the areas of learning which means information may be missed to help children to progress.

The setting is well resourced and children confidently explore the range of activities available to them which include a mark-making area, book area and home corner. They also have access to two computers and a range of programs which support their mathematical awareness well.

Staff value the children as individuals and take pride in their progress, speaking warmly of their accomplishments and what they have achieved. They support children with special educational needs and/or disabilities well and ensure activities are adapted to ensure they all feel included in the life of the setting.

Children are learning to be confident communicators because staff spend a lot of time developing their language skills. Staff also use photos of activities children have enjoyed to encourage them to talk about and reflect upon their experiences.

Children enjoy using bikes and ride on toys which helps them to negotiate space and each other. Their small hand skills are also well promoted as they engage in activities, such as using cutters and rolling pins to work with play dough.

A range of activities engage children's interest in the garden and these include looking at an 'Insect Hotel'. This activity was extended and supported as they used magnifying glasses to look at 'beasts' indoors. Children are also enthusiastic about recycling as they make cars and guitars out of discarded materials.

Children use good hygiene procedures, such as hand washing and understand why this is important. They also use paper towels to dry their hands so cross-contamination is effectively prevented. Children understand about healthy eating as they grow and eat vegetables which also promotes their awareness of the environment.

Staff work together well to help children understand their place in the community and they enjoy trips to the park and local shops. Their understanding of the wider world is also promoted effectively as they acknowledge a range of festivals and dress in clothes from a variety of cultures. Children behave well and are learning to work together in activities, such as circle time. They allow each other time to speak and this creates a harmonious atmosphere in which all children have a voice and can be heard.

## 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	2

### 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	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

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