

Eyres Monsell Primary School Day Care

Inspection report for early years provision

Unique reference number

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Inspection date

14/02/2011

Inspector

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Setting address

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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

Eyres Monsell Primary School Day Care opened in 2006. It operates from purpose built-rooms at Eyres Monsell Primary School which is in Leicester. The setting is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 100 children aged from birth to 8 years. Currently the setting accepts children aged two to 11 years. Pre-school sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm, five days per week term time only. The setting runs after school sessions on Mondays and Tuesdays from 3pm until 4.45pm, term times only.

There are currently 61 children aged between two and 11 years on roll, of whom 25 are in the early years age group. The setting receives funding for early education places. Children attend for a variety of sessions. It is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

There are nine members of staff, including the manager, who directly support the children and all hold appropriate childcare qualifications. Of these, eight members of staff have an appropriate qualification at level 3 and one member of staff is qualified at 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 make good progress in this inclusive and well organised setting. Effective strategies are in place to ensure all children are included and their individual needs are supported. Partnerships with parents are successful, ensuring children's continuity of care. The play environment is welcoming and well organised and responds to the changing needs of the children that attend. The documentation is well presented, regularly reviewed and is mostly effective in protecting children's well-being, although the required record of risk assessment checks is not fully in place. The system that measures the effectiveness of the setting is well established, includes the opinions of parents and children, and demonstrates a good capacity for sustained and continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a record of risk assessments which clearly states when they are carried out, by whom, date of review and any action taken following a review or incident (Documentation).

03/03/2011

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

- improve the regularity of fire evacuation drills so that all staff and children experience them frequently.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff have attended recent child protection training and have a good awareness of how to protect children in their care. Parents are advised of staff responsibilities and managers ensure that new staff have safeguarding training during their induction procedures. Children's activities are well supported by vigilant staff who encourage children to assess their own risks, which encourages their further independence and feelings of security. There is effective fire detection equipment in place, which is regularly maintained. Evacuation drills are recorded and any problems encountered are noted. However, these are not sufficiently regular to ensure all of the children and staff are fully aware of the routine. Risk assessments are completed regularly and daily safety checks are completed to ensure that the environment is suitable. However, this information is not recorded as required by the Early Years Foundation Stage framework. All staff are thoroughly vetted for their suitability to work with children before they commence working at the setting.

Parents and carers receive regular feedback and have access to records about their child's progress. Pictures of children's work are displayed in the setting and in albums and these provide parents with further information regarding the activities their child enjoys. This gives parents and carers a fuller picture of their children's learning preferences. Regular verbal exchanges of information between staff and parents ensure children's continuity of care. Staff visit children in their home environment, further enhancing the support offered to children and the partnerships with parents. Children make good progress due to the well established partnerships with parents and other agencies. Effective settling in procedures and support for children as they transfer to school provide children with consistent care and this contributes towards their feelings of security.

The setting is well led and managed. Recruitment procedures for all staff and students are effective, ensuring that they are all suitably qualified for their role. The strong management structure supports staff through regular appraisals and training opportunities so they can extend their professional development. Staff deployment is well organised, ensuring that children's learning is supported by a generous staff ratio. The setting reflects on its effectiveness through a well documented evaluation form, ensuring that the views of children, parents and staff are included. The management team are committed to improving the setting even further, and the recommendations from the last inspection have all been addressed. Welcoming premises and an innovative use of equipment and materials meet the changing needs of the children effectively. A wide range of resources and activities that reflect disabilities, different cultures and the wider world encourage children's awareness of the needs of others.

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

Children are secure and happy in this welcoming environment. Staff consider children's individual needs and use information from assessments to plan tailored activities. Individual learning records show children's progress and their preferences against all areas of learning. Children's individuality is respected as staff are sensitive to their specific needs and support these well. Children learn how to use numbers as they sing and match gestures to the words. They calculate the number of toy bears and correctly name a range of mathematical shapes. They learn about cause and effect as they experiment with clay, water, sand and tactile materials. Children's understanding about the world around them is promoted well as they celebrate different festivals and visit local shops and venues. Their communication skills are encouraged as they describe what they are doing during imagined play scenarios. Children show kindness and cooperation as they encourage others to join in their play, promoting useful skills for the future.

There are numerous mark-making opportunities made available for the children. They confidently access a designated area, where pens, paper, charcoal and crayons are made available to them. Larger pieces of paper are taped to the floor and table, encouraging children to draw and make marks of their own choosing. This increases their confidence as they practise these skills and encourages them to be creative. Children have positive attitudes towards nutrition as they regularly enjoy fresh fruit and drink milk and water throughout the session. Children are encouraged to pour their own drinks and help to clear away after they have had their snack. This supports the development of their independence skills. Children learn how to keep safe through songs, stories and role play and from staff's clear guidelines about behaving responsibly.

Children are supported in managing their own risks as they create climbing equipment and make bridges by using milk crates and planks. Through this children learn to experiment with cause and effect and relish these physical challenges. Their physical skills are encouraged as they explore the interesting outdoor area, where they climb small hills, use a range of natural materials and make dens. They balance on tyres and logs and enjoy challenging construction opportunities. There is ready access to running water outdoors, which encourages children to further explore and experiment. Children are active learners, settled, confident and are developing good levels of self-esteem. Children enjoy sustained, independent learning for long periods of time. Overall, they are demonstrating good skills which will help them in their future.

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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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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