

Little Stars Pre School at Emmanuel Church

Inspection report for early years provision

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Inspection date	02/03/2011
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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

Little Stars Pre-School at Emmanuel Church has been established since 1976 but was known as Emmanuel Playgroup until January 2004. The pre-school operates from the Parish Centre of Emmanuel Church in Stoughton, Guildford and serves the local community and surrounding areas. Opening times are five mornings per week from 9.15 am to 12.15 pm, with an optional lunch club until 1pm, term time only. Children have access to an open plan area that can be divided into two rooms and a fully enclosed outdoor play area.

The pre-school is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the nursery at any one time. There are currently 46 children aged under five years on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four. The setting supports children with learning difficulties and/or disabilities and children who have English as an additional language.

There are eight members of staff who work with the children on various days, of which six have a recognised early years qualification and current first aid certificate. Two staff are currently undertaking qualification training. The setting receives support from the Early Years Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual welfare, learning and development needs are satisfactorily met, although systems for recording developmental progress are not fully effective. Overall, children are cared for in a generally safe and clean environment. However procedures for safeguarding children are not sufficiently robust and some resources require attention. The pre-school has developed effective partnerships with parents and others to identify and support children's additional needs. They are beginning to self-evaluate, identifying some areas for development and demonstrating a satisfactory capacity for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- keep records of the information used to assess initial and ongoing suitability of staff. Such records must include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable people)

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

- improve cleanliness of carpet to allow children to hygienically play with equipment on the floor and make sure accessible resources are in in good working order and suitable for their purpose
- develop further the self-evaluation process to identify strengths of practice and provision and identify areas where further improvements will improve outcomes for children
- review storage of developmental records so parents are given free access to their children's folders
- increase the opportunities for children to develop their counting and problem solving skills throughout the daily routine
- review and enhance the current recording methods within 'Learning Journeys' to link observations, including those made by parents, to all relevant areas of learning and for effectively showing their overall progress

The effectiveness of leadership and management of the early years provision

There are satisfactory procedures in place to ensure that children are appropriately safeguarded. For example, the premises are secure to prevent unauthorised access however processes to check staffs ongoing suitability are not robust. Policies and procedures generally meet the legal requirements although some lack sufficient detail. For example, the list of Criminal Record Bureau Disclosures has one entry not showing the date it was obtained. This is a specific legal requirement of the Statutory Framework for the Early Years Foundation Stage.

The preschool manager is initiating a self-evaluation process to identify areas of strength and areas where improvements will improve outcomes for children. However this is still in progress and does not currently reflect the views of all staff. Staff are committed to their ongoing professional development and attend regular training opportunities to update their skills, knowledge and qualifications. As a result they are making plans to improve outcomes for children.

Children have access to a good range of resources to promote their learning and development although not all are in good working order. They can access a varied range of resources from low level storage and play with these on tables or the floor. However, staff are aware that dirt embedded within the carpet transfers to children's hands and clothing and does not promote hygienic floor play. Learning opportunities extend into the outside environment and staff are reviewing how they use this area to more effectively meet children's needs. Children's understanding of different cultures and diversity are promoted as they enjoy participating in activities about a variety of festivals such as Chinese New Year,

The preschool establishes good partnerships with parents and other professionals to support children in their welfare and learning development. Parents are

provided with information that enables them to support their child's learning and development. There are clear systems for parents to communicate with key persons and their views are regularly sought. However, these are not generally recorded or reflected within their 'Learning Journeys' to provide an overall picture of children's progress and achievements.

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

Children enter into a bright and inviting environment where staff ensure that their work is nicely presented on the walls. This boosts their confidence and promotes pride in their work. Children make satisfactory progress in developing their problem solving and reasoning skills and good progress in all other aspects of their learning. They are cared for by a dedicated staff team who promote their sense of belonging and security. Staff work well together and undertake weekly planning sessions to promote individual children's learning and development. However, current assessment and recording processes do not effectively show achievements children make outside of pre-school or their overall progress. Children enjoy taking part in a variety of activities to promote their learning. For example, children enjoy blowing through straws to create bubbles and making towers and shapes with magnetic blocks. Children talk confidently about activities they have taken part in. For example, they talk about the church they have made from recycled materials and how it needs a door to get in. They confidently use the pencils and pens to 'write' their names in the mark-making area and enjoy 'reading' books with staff. This demonstrates an understanding that print carries meaning. Opportunities to develop their counting and problem solving skills are inconsistently promoted throughout the daily session. Children generally copy staff rather than, for example, actually counting heads, the pieces of fruit or the number of 'baskets' they get through the basketball hoop.

Children gain an awareness of other countries as they explore various cultural festivals throughout the year. For example, for Chinese New Year they beat large drums and parade under an authentic dragon costume. Children with special educational needs and/or disabilities benefit from the good links that the preschool has with their parents and other agencies involved in their care. The preschool uses skills they gain from speech therapists to provide prompt assistance to children that require additional support with their language development.

Children gain an understanding of how to adopt a healthy lifestyle as they regularly play outside riding bikes, which develops their larger muscles. However, currently the organisation of the outside environment does not provide sufficient opportunities for all children to use balls and bikes safely together. Healthy eating is promoted with children bringing in fruit each day that, staff then shares this out during snack sessions. Children have easy access to fresh water to keep them hydrated. They can also attend an optional lunch session and this supports them in getting ready for a school environment and promotes their socialisation skills.

Children are developing confidence in using information communication technology. They can easily access resources such as computers and electronic toys to support this although the cassette machine was not operational and children found this frustrating. They explore their creativity as they construct with recycled materials and paint. Staff use children's ideas in planning future activities and this boosts their confidence and develops self-esteem. Children demonstrate good behaviour, are happy and settled, playing well together and supporting each other.

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?	3
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	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	2
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	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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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