

Clifton Street Pre School

Inspection report for early years provision

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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*.

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Description of the setting

Clifton Street Pre-School opened in 1997. It is registered on the Early Years Register and managed by a voluntary committee made up of parents of children at the pre-school. It operates from the Clifton Street Social Hall with children using the main hall as a playroom. Kitchen, cloakroom and office facilities are also used by the pre-school. There is ready access to an outdoor play area. The pre-school opens for five week days during school terms. Sessions run from 9.00 to 12.00pm weekdays with an option to extend hours until 1.00pm on Monday, and until 2.00pm Tuesdays, Wednesdays and Thursdays. Children attend for a variety of sessions and are drawn from the local, socially mixed area.

There are currently 39 children from three years to under five years, on roll. Of these, 33 receive funding for nursery education. The pre-school supports children with learning difficulties and physical disabilities, as well as those who speak English as an additional language.

The nursery employs six staff in total of whom three have appropriate early years qualifications at Level 3 or above. The supervisor is a qualified early years teacher. Support is received from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are confident and happy whilst attending this welcoming and friendly pre-school. They make good progress in their learning in relation to their capabilities and starting points. Most aspects are taken to safeguard children and these are good in some respect, however not all risk assessments are in place. Strong partnerships are in place with parents, which clearly contribute towards children's achievements. The management team work well together and continually reflect on their practice, identifying the strengths and weaknesses. They are making effective improvements to ensure that they continue to provide all children with a consistent level of care which best meets their individual needs.

What steps need to be taken to improve provision further?

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

- maintain risk assessments, and ensure this covers all areas used by the children in relation to outings, also that this clearly states when it was carried out, by whom, date of review and any action taken following

04/04/2011

a review or incident (Safeguarding and welfare)

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

- further develop partnerships with others, by enhancing practice to support and form a united approach to children's learning and development .

The effectiveness of leadership and management of the early years provision

The staff have a secure understanding of how to safeguard children. They demonstrate a good understanding of safeguarding procedures, the possible symptoms of abuse and how to record and report concerns. This helps to ensure that children are protected whilst in the pre-schools care. Most risk assessments are in place. However, children's welfare is put at risk to some degree as the daily use of the nature reserve is not covered by a risk assessment. This is a breach in the requirements. Nevertheless all staff are suitably trained and have the skills and expertise required to maintain children's safety overall. Regular appraisals and training opportunities encourage staff to develop their professional expertise.

The pre-school provides a welcoming environment. The room and lobby entrance offer a good range of displays, information and resources. Staff utilise resources well within the daily activities and children have free access which supports their interests and learning intentions. Children's individual needs are well considered and staff maintain the key person approach effectively.

Staff promote equality and diversity appropriately and provide good support for children with special educational needs and/or delays within their development. For example, staff work closely with support workers and parents to enable children to fully integrate within the setting. They learn words and phrases which will help children with their paraphrasing. Staff develop good quality relationships with parents. Communication is strong at all levels which ensures that parents are well-informed about the service provided, the care their children receive and the progress they are making. Encouraging arrangements are in place for involving parents in children's learning. There are organised links in place with other settings which children attend, such as nurseries and childminders. However, these arrangements are in their infancy but channels are open which means that children's achievements and well being are effectively supported.

Staff morale in the pre-school is strong and they show a commitment to sustainability. All staff contribute to plans which further enhance the quality of care and learning. Self-evaluation procedures generally reflect practice within the pre-school and staff generally identify areas for further development, such as improvements to the garden and additional staff training.

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

Children in the preschool settle quickly to freely chosen activities and enjoy creative activities, exploring cars and trains, and joining in with imaginative games and dressing up. With support from staff they learn how to fasten their costumes for the day and build towers with the magnetic shapes. They concentrate well during circle time as they learn about different materials that are recycled. Staff plan activities to reflect children's interests and to complement the children's interests, whilst incorporating activities to further develop and build upon the children's progress. Systems to identify next steps for individual children are well organised and development records are detailed with a wide range of observational evidence.

Children throughout the pre-school enjoy exploring within their colourful and well resourced environment; they enjoy a range of play spaces such as a cosy corner, a play kitchen area linked to the chalk board, a construction area and freely accessible creative area. They focus well on activities and receive good support from staff who communicate to them about their experiences, interests and plans. Some children are keen to go outdoors and enjoy chasing after hoops and developing their problem solving skills, whilst working together to ascertain how they can retrieve a 'lost' teddy in the tree.

Children throughout the pre-school show that they feel safe and secure. They have built good relationships with each other and staff and benefit from their attention and friendly approach. Behaviour is acceptable throughout the setting, the children are supported well by the staff as they adopt a positive approach to help resolve any disputes and to remind the children of settings rules. Children have opportunities to learn about safety, such as using knives appropriately when they are buttering and cutting their toasts. They are beginning to show an understanding of healthy lifestyles, as they follow appropriate hygiene routines, for example wiping their own noses and washing their hands prior to snack. Children show an understanding of the importance of regular exercise and they enjoy opportunities to engage in physical activities, both indoors when participating in yoga and outside using the equipment.

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	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	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	2
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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