

Uttoxeter Pre-School

Inspection report for early years provision

Unique reference number	218268
Inspection date	17/02/2011
Inspector	Shirley Wilkes

Setting address	United Reform Church, Carter Street, Uttoxeter, Staffordshire, ST14 8HB
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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

Uttoxeter Pre-School opened in 1968 and has been registered at the present site since 2001. The setting has sole use of an upstairs room, accessed by stairs, within the United Reform Church in Uttoxeter. A maximum of 24 children may attend the setting at any one time. The setting is open each weekday from 9.15am to 11.45am and from 12.45pm to 3.15pm during school term time.

The Pre-School is registered on the Early Years Register. It provides care for a maximum of 24 children in the early years age group at any one time. There are currently 57 children on roll. Children attend from the local and surrounding area

The setting employs seven members of staff. Of these, six hold appropriate early years qualifications to Level 3. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals because the staff gather useful information on children's individual needs. This promotes inclusion and supports their learning and development effectively. Documentation is maintained well and all relevant policies and procedures are suitably implemented in practice. Partnerships with parents and other settings, agencies and professionals have been developed to ensure continuity of the children's care and learning. Regular self-evaluation by the manager and staff, with the contribution of the local authority and parents, makes sure that priorities for development are mostly identified and acted upon.

What steps need to be taken to improve provision further?

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

- develop further the outdoor play area as a stimulating learning environment

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding children, so that they are well protected. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They are also familiar with procedures should an allegation be made against a member of staff. Thorough recruitment procedures are in place to ensure that children are cared for by staff who have completed appropriate checks. There are appropriate systems to ensure that students or other un-vetted people are not left alone with children and the

implications this may have for their practice. A thorough risk assessment and quality safety checks are carried out in all areas to eliminate risks. Staff complete the necessary paperwork to ensure children's safety and well-being, such as, accident and medication records and consents for outings and emergency medical treatment.

The setting is well maintained and displays of children's work and age appropriate resources create a child-friendly environment to help children settle happily. Routines run smoothly as staff are well deployed to support the children. The structure of the day ensures children have regular access to the outdoor play area to extend their enjoyment further and benefit from the fresh air and physical activity. However, the outdoor area does not yet provide a stimulating learning environment to cover all areas of learning. The Pre-school promotes inclusive practice at all times and works well to ensure that each child and family is fully included in the life of the setting. Staff have a good understanding of children's individual needs and recognise and value children's differences. All children are able to access a good selection of resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals, for example, the recently celebrated Chinese new year.

Ratios of staff to children are exceeded; as a result, children receive high-quality interaction. Staff are developing a secure knowledge of the children, enabling them to assess and plan the next steps in their learning. Parents receive good information about the setting through regular newsletters and information displayed on the notice board. Staff make themselves available to feed back to parents each day and encourage them to use the 'wow moments' sheets to share their children's achievements at home and thus enhance their learning at the setting. The setting works very well with other professionals and has made appropriate links to ensure continuity of care and learning and a smooth transition as children move on in their education.

The management demonstrates a commitment to improving their practice and a clear vision for the future to maintain continuous improvement. Evaluation of the setting includes parents' views which are sought through verbal feedback and questionnaires.

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

Children enter the setting happily and settle well into the daily routine. Good relationships between the staff and children are evident. Children develop a sense of belonging as they see displays of photographs of themselves and their artwork. Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. Information of children's starting points and ongoing observations enable staff to plan activities which take account of children's interests and their individual learning needs. This method is generally effective and, as a result, children make good progress.

Good organisation of resources provides free choice to encourage children's independence to initiate their own play. Children begin to understand the need to share and take turns appropriately, supported by staff. Older ones respond well to gentle reminders of using the stairs safely, securely holding the rail and walking sensibly when accessing the outdoor play area. Visitors, such as police officers, come into the setting to support topics on safety. Trips out in the local area provide opportunities for children to strengthen skills learned and enable them to develop awareness of the world around them, for example, trips to the library. The pre-school promotes a positive awareness of diversity through discussion, positive images and the celebration of various festivals children made rabbit masks and had noodles for snack to celebrate the Chinese new year.

Children are helped to recognise their own names and the names of their friends from their artwork, which is displayed throughout the Pre-school and from the name board. Children also find their name cards on the tables at snack time. Children develop the hand control needed for later writing as they freely access a variety of mark-making materials, for example, they write the orders on their note pads in their cafe. All children undertake messy play activities, such as, painting and sticking which stimulates their creative development. When indoors children also develop skills for the future through a range of activities. Older ones begin to explore technology using the mouse to complete age appropriate computer programmes. Children demonstrate a developing understanding of numbers and shapes through daily routines, number rhymes, cooking activities and visual displays in their environment. Good opportunities are provided to exploit their simple calculation skills. This enables children to recognise different quantities and sizes, to count, and to calculate and solve number problems, such as, counting the children before outdoor play. Children's language skills are developing well as staff engage in play with the children and take time to listen to them. Children develop knowledge and understanding of the world as they follow themes around animals and how things grow.

Effective procedures are followed by staff to ensure the good health of children. For example, children understand the importance of basic personal hygiene routines as they wash their hands before they eat, after messy play and after using the toilet.

They enjoy healthy drinks, breadsticks, fresh fruits and vegetables at snack times. Staff use these times as opportunities to promote children's social development. Good nappy changing routines are in place to help limit the risk of cross-contamination within the changing area. Children use a range of equipment that encourages the development of physical skills as well as other areas of learning. They benefit well from fresh air and exercise through energetic outdoor play.

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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