

Kids Corner

Inspection report for early years provision

Unique reference number

EY235375

Inspection date

07/03/2011

Inspector

Parm Sansoyer

Setting address

Sudbury Primary School - Dining Room, School Lane,
Sudbury, Derbyshire, DE6 5HZ

Telephone number

07790 571 343

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kid's Corner Pre-School opened in 2002. It operates from the dining hall at Sudbury Primary School, Sudbury, Derbyshire. There is access to an enclosed outdoor play area. The pre-school serves Sudbury and the surrounding villages.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is in receipt of funding for the provision of free early education places. The pre-school is registered to care for 20 children in the early years age group from two years to five years. Currently there are 26 children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The pre-school is open five days a week during the school term. Sessions are from 8.35am to 11.35am. It supports children with special educational needs and/or disabilities.

Five staff work with the children. Of these, two hold a National Vocational Qualification (NVQ) at level 3, one staff member holds a NVQ at level two and is working towards a qualification at level 3 and the other is currently unqualified and working towards a qualification at level 3. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, included and feel valued due to the positive relationships fostered by the staff. Children benefit from a varied programme of experiences, activities and resources which are mostly used well to help children make satisfactory progress in their learning and development. Staff have a sound understanding of safeguarding issues in relation to child protection. Partnerships with parents and other agencies are a particular strength of the pre-school. The developing self-evaluation system identifies most of the strengths and areas for improvement of the early years provision. The setting has a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- build on the range of experiences on offer in the sand, water and role play areas to help further extend children's play and learning
- extend resources and activities in the outdoor play area to further support children's learning and development
- improve self-evaluation processes in order to better identify the pre-school's strengths and priorities for development to enhance the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

There are clear written policies and procedures in place in relation to safeguarding children and there is a relevant designated member of staff with overall responsibility. All of the staff clearly understand their role and responsibilities in relation to safeguarding children. Recruitment procedures are sound, ensuring that all staff are appropriately vetted. The provision maintains and updates all of the required records, policies and procedures to ensure the safe and efficient management of the service. Children are supervised well and an annual written risk assessment is conducted to identify aspects of the environment that need to be checked on a regular basis. All furniture, equipment and toys are suitable and safe.

Partnerships with parents, carers and other agencies are good. Parents are kept well informed as they receive detailed information about the provision, regular events and its policies. Notice boards are used well and act as good reminders for parents. They are encouraged to contribute to the many topics, themes and events at the pre-school. Parents are well informed about all aspects of their children's achievements and progress. The effective key worker system means parents are consulted about their children's needs and development at induction and throughout their stay. Links with the host school and other settings that the children attend are strong. Effective strategies, such as regular visits throughout the year and a 'home link book', are used to aid communication between children, staff, the host school and parents. Partnerships with other agencies are effectively established to help support children, including those with special educational needs and/or disabilities. Consequently, these children are included, valued and supported very well.

The person in charge is well experienced and encourages her enthusiastic staff to update their skills and qualifications. The previous recommendations have been prioritised and tackled well, resulting in good partnerships at all levels with parents, carers and other agencies. Outcomes for children have also improved in some areas of their welfare and education. Self-evaluation is largely undertaken by the person in charge and senior leaders and is based on appropriate levels of monitoring and analysis. It identifies accurately most of the areas for development and there are satisfactory systems in place to secure improvement. However, the staff team as a whole do not regularly engage in this process, which limits its effectiveness in accurately identifying the pre-school's strengths and weaknesses.

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

Children are welcomed into a relaxed and inviting environment and freely access a balance of child-initiated and adult-led activities. Children's personal, social and emotional development is fostered well. The structure of the session and positive relationships with the staff help children gain a real sense of belonging. Children are confident within their environment and respond well to the routine. For

example, during circle time children easily discuss and share their experiences and enjoy completing the weather chart and calendar. Children are given the time to increase their self-help skills during snack time as they are encouraged to do things for themselves and to help others. Children's good behaviour is promoted very well, as they are taught to consider the consequences of their actions and words. Therefore, many children play harmoniously together.

Long, medium and short term planning ensures staff organise a varied range of experiences across all areas of learning. Staff adopt some effective teaching methods to help engage and extend children's learning. For example, stories, songs and rhymes are used very well to reinforce learning and a focus on extending the children's vocabulary means children make good progress in their communication and language skills. The environment is mostly well organised, with the children's needs in mind, which means children freely access the resources available indoors and show appropriate levels of interest in their play. Opportunities to maximise the use of the outdoor area to fully support and extend children's development and learning are not fully exploited. Access to a variety of arts and crafts and an extended role play area are not incorporated well enough to help extend the children's creativity. Staff make systematic observations of what the children do and enjoy and generally use this information to guide their planning.

Children enjoy opportunities to initiate conversations and take account of what others say during circle time, story sessions and group activities. Children show a fondness for stories, songs and rhymes which are linked to their interests and shared topics. Children increase their vocabulary and begin to use and enjoy words to describe what they see, touch and hear. Children have some opportunities to use a variety of writing materials throughout the session. Children begin to recognise their names as they collect their name card at snack time and because their belongings are labelled. Children are beginning to problem solve, make connections, count, sort and match by building with construction toys and using puzzles and games. They enjoy hanging tights on a washing line and sorting the pairs according to colour and pattern. However, practical opportunities for children to take part in early scientific experiments through activities such as the sand and water play are less well planned. Children begin to explore, experiment, observe and predict through baking activities. For example, children are encouraged to consider the texture of ingredients when making pancakes and talk about how the consistency of the mixture changes when heated. They take regular walks around the pre-school and begin to learn about their natural environment. Themed activities about a variety of festivals help children learn about different cultures. Children begin to communicate their ideas and feelings as they use musical instruments and dance. Some children use the role play area to adopt roles and play imaginatively.

The extent to which children adopt healthy lifestyles is good. Children learn about the importance of keeping healthy through daily discussions and themed activities. Children learn to make healthy choices and enjoy a nutritious snack consisting of milk and fresh fruits. Many children engage in discussions with adults and each other about how different foods benefit their bodies and how they can adopt good hygiene practices. Daily opportunities for physical activity, which the children

enjoy, mean they develop a positive attitude towards exercise. Children are beginning to understand about how to keep themselves safe. For example, children respond well when reminded why they should not spray the climbing apparatus with water as this makes it slippery. This consistent and gentle approach from the staff helps children understand that certain rules are in place for their safety. Overall, children are developing sound skills and making satisfactory progress in their learning and development.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----