

Ecclesall Pre-School

Inspection report for early years provision

Unique reference number	300789
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Inspector	Tracey Outram

Setting address	Room 2, Ecclesall Parish Hall, Ringinglow Road, Sheffield, South Yorkshire, S11 7PP
Telephone number	07941 739 534
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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

Ecclesall Pre-School has been operating since 1969. The group is managed by a voluntary management committee. It is situated within All Saints Church Parish Hall in Ecclesall, Sheffield, South Yorkshire. The children have access to one main playroom, adjacent small group rooms and toilet facilities. There are two enclosed outdoor play areas.

The pre-school is registered on the Early Years Register. It is in receipt of funding to provide free early education for children aged three and four years. The group is registered to care for a maximum of 30 children aged between two and five years. There are currently 60 children on roll. The pre-school is open Monday to Friday from 9.15am to 12.15pm. The setting operates for 38 weeks of the year during the school term-time. Children come from the local and surrounding areas. The pre-school supports children who have learning difficulties and disabilities and those children learning English as an additional language.

A team of eight staff work directly with the children. Of these, two staff hold Early Years Professional status, two have Level 3 qualifications, one has a Level 2 qualification and is working towards a Level 3 and one staff member is unqualified. In addition, the pre-school manager holds qualified teacher status and the deputy manager is a registered nurse. The setting receives support from the development staff from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well qualified and dedicated staff team are committed to promoting children's welfare. They consistently keep children safe and help them to make good progress in their learning and development. This is successfully achieved through the engaging and purposeful range of activities that are provided. The setting has an extremely good capacity for improvement. Secure systems are in place to monitor and evaluate the performance and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- increase the use of the outdoor play area to support learning across the breadth of the early years curriculum
- enhance partnerships with parents and other providers of the Early Years Foundation Stage in order to ensure effective continuity and progression in children's learning and development
- provide the older and more able children with a greater range of challenges

which further extend their thinking.

The effectiveness of leadership and management of the early years provision

The well-organised and cohesive staff team demonstrate an extremely good knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage. They are committed to safeguarding children and robust systems are in place to ensure that any concerns about their welfare are prioritised and addressed without delay. A highly effective and comprehensive range of policies and procedures are in place, which underpin the efficient daily operation of the setting. The children's safety is consistently considered and detailed risk assessments indoors, outdoors and on outings ensure that all hazards are identified and minimised. Robust recruitment and vetting procedures are in place to ensure that all staff and committee members are suitable to work with children.

Equipment and furniture is used effectively to support children's learning. However, the setting has yet to overcome problems in accessing and using the outdoor environment to fully support children's opportunities for exploration and active play. The pre-school is committed to challenging negative behaviour. They confidently provide resources and plan interesting activities to help children learn about different cultures. This helps them to appreciate both the society they live-in and the wider world. Effective systems are in place to support children with special educational needs and/or disabilities and to ensure children with English as an additional language are fully included in all aspects of the early years provision. This demonstrates a strong commitment to equality and ensures that children are helped to gain the skills to oppose negative behaviours, such as discrimination. A number of highly effective partnerships with other professionals and partner agencies that support individual children are in place. However, the systems used to ensure that the service complements the education and care that the children receive in other settings is not consistent for all children.

The management team take a professional approach to the work they do. They lead a knowledgeable and enthusiastic staff team who have a good understanding of each child's individual backgrounds and needs. This is successfully achieved as a result of close relationships with the children and effective communication with parents. Parents are kept well informed about their children's achievements and highly positive steps are taken to ensure that they remain informed of the ongoing topics. This includes providing parents with some information and ideas for activities that can be used to extend learning at home. However, opportunities for parents to take an active role in planning the precise next steps in their children's learning are less rigorous.

The staff team are highly motivated to sustain further development through the process of critical self-reflection. Priorities for future development are clearly identified and appropriate action taken to drive and secure improvement. For example, the pre-school is currently completing an audit to enable them to overcome any variations in children's progress based on gender.

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

The pre-school supports children's learning and development extremely well. There is an efficient system that enables staff to monitor and keep track of children's progress and set appropriate targets for them to work towards. The staff are aware that children who learn at a faster rate need a greater challenge. Therefore, they are working towards making some quality improvements to ensure that all children, particularly older boys receive sufficient incentive to develop their inquisitiveness and curiosity.

Members of staff adeptly help the children to make sense of the world around them. They use resources, such as books, posters and maps to find different countries and learn about the assortment of patterns and colours that symbolize national flags. In addition, the children learn about different festivals and celebrations including St. Davids Day, which are used as a basis for supporting learning. For example, the children proudly show the pictures and models of dragons they have skilfully created using a broad range of equipment, media and materials. The children are keen to explore magnification as they handle and observe plants and vegetables, such as leeks and daffodils, which are purposefully provided to help children identify the national emblems of Wales and make connections in their learning.

The children attending the setting are highly articulate and confident to interact with adults and their peers. They enthusiastically listen to stories, accurately link letters and sounds and show a keen interest in writing and mark-marking in a variety of situations. They are active learners, who demonstrate the capacity to think both creatively and critically as they build exceptionally good skills for the future. For example, when building a castle with the blocks the children use their initiative and knowledge of balance and proportion to construct the model. This shows a strong flare for design and the ability to create exceeding good visual representations of familiar objects and buildings. The children have daily opportunities to explore and develop skills in problem solving reasoning and numeracy. Staff encourage the children to play games, use puzzles, count, calculate and use ordinal numbers during everyday activities. This effectively supports learning and makes mathematics enjoyable.

Children display extremely high levels of confidence and self-esteem as a result of the high quality adult interactions and consistent organisation of routines. They work exceptionally well with their peers and show some excellent negotiation and co-operation skills. This is particularly prevalent when groups of children are all eager to demonstrate their exceptional range of information and communication technology skills. At such times, sensitive and vigilant staff are always close-by in order to help the children self-regulate and draw-up a well-ordered list of participants. The staff are perceptive to the feelings of the children and they make excellent use of animated discussions to broaden the children's knowledge and

understanding of how to build positive relationships.

The children have a confident understanding about how to maintain their own safety along with that of their peers. For example, when children accidentally spill water at snack time they quickly organise themselves and work together to clean-up and prevent accidents. They further benefit from access to active physical play and enjoy a range of healthy and nutritious snacks.

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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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