

# Sandford Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY252767
<b>Inspection date</b>	22/02/2011
<b>Inspector</b>	Denise Sixsmith

<b>Setting address</b>	14 Blundell Sands Road, West Blundell Sands, Liverpool, L23 6TF
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<b>Type of setting</b>	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).

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## Description of the setting

Sandford Pre-School has been operating since 1966 and is run by a voluntary committee. It operates from a self-contained unit in Blundell Sands, Merseyside and serves families within the local district and surrounding areas. Children have access to a large playroom with adjoining kitchen and toilet facilities. There is an enclosed outdoor play area. The pre-school operates each weekday from 9am to 3pm during term time.

The pre-school is registered on the Early Years Register. A maximum of 20 children from the age of two years may attend the provision at any one time. There are currently 24 children on roll in this age group. The pre-school provides care for children with special educational needs and provides funded early years education for three- and four-year-olds.

The committee employs five members of staff to work with the children, all of whom hold relevant early years qualifications, including a manager with Early Years Professional Status. The pre-school is a member of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle with ease in the welcoming and inclusive environment of the pre-school. They benefit from having their individual needs met effectively by staff, who take time to form positive relationships with all children and their families. Partnerships with parents, carers and others are a key strength in making sure that children progress very well in their learning and development. The manager and staff strive for improvement through ongoing training and continuous evaluation. They are confident about what they need to do to move forwards to continue to improve outcomes for all children.

## What steps need to be taken to improve provision further?

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

- ensure that appropriate fire detection and control equipment is in place and in working order (Suitable premises, environment and equipment).
- 23/03/2011

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

- refine current systems to enable consistent tracking and assessment of each child's achievements to better identify learning priorities
- review the system for updating documentation to ensure that there is

consistency in recording information when new documentation is introduced.

## **The effectiveness of leadership and management of the early years provision**

Staff are committed, enthusiastic and skilful practitioners. They follow effective procedures to safeguard the children in their care. There is a clear line of responsibility for reporting concerns about children's welfare and staff are clear about their duty to report such concerns. They receive regular training to make sure that their knowledge and understanding remain current. Appraisals take place to support staff and their ongoing professional development and to make sure that they continue to work effectively with children. Safe arrivals and departures further safeguard children. Staff ensure that required records, policies and procedures are in place, although some documentation is not as well organised or as readily available as it should be. Risk assessments are undertaken of all child accessible areas and of the activities they undertake. This makes sure that they are kept safe and secure. However, there was no fire blanket in the kitchen at the time of the inspection, which is a breach of requirements. The environment is conducive to learning as it is bright, welcoming and well cared for. Indoor resources and child-height storage are very good and are used well to achieve planned goals in learning and development.

The pre-school takes appropriate steps to ensure resources and the environments are sustainable. For example, the management team have plans to further develop the already inviting and challenging outside area to provide children with more natural resources and innovative learning opportunities. The manager and staff place the promotion of equality of opportunity at the heart of their work. They effectively and actively promote equality and diversity and tackle unfair discrimination. Staff have a very good knowledge of each child's background and needs. Consequently, the outcomes for children and their experiences are positive. Staff update their skills and knowledge on a regular basis and effectively help children to learn about and understand the society in which they live. The systems for evaluating the service ensure that achievable steps are in place to promote improvement and quality.

Good partnerships are in place with parents. Staff, parents and carers are proactive in sharing information about children's learning, for example, through home and setting link books, the sharing tree and spider graphs. This ensures that parents and their child's key person effectively build on what children know and can do. Parents state that open communications with the pre-school are very good and that all staff are easily approachable, helping them to support continuity of care for each child. Parents spoken to are all very supportive of the pre-school and feel that they cannot praise the 'warm, caring, staff and home-from-home environment enough'. They all value the staff's commitment to ensuring their children receive good quality care and learning, and that children thoroughly enjoy themselves while at the pre-school.

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

All children make good progress in their learning and development. Good written observations, photographs and samples of children's creations are combined into a learning journey record for each child. However, the systems for tracking the progress of each child towards the early learning goals are less well developed or robust. Children are happy, settled and eager to learn, and frequently help to organise their own play. Staff are readily on hand to support and enhance learning opportunities as they arise. This ensures that children make good progress in developing the skills they need for future learning. Children readily link sounds and letters as they sound out their name or as they write it on their creations. Children enjoy exploring number language as they recite number names in sequence and count the fingers on their hands, as well as joining in the singing of number rhymes. Problem solving is undertaken regularly during all aspects of their play and daily routine. Staff ask sensitive open-ended questions, extending play and promoting the children's thinking and communication skills very well.

Children thoroughly enjoy attending the pre-school and make choices, for example, deciding that they want to listen to a story with a member of staff in the book area or work independently in the craft area. The well-resourced outdoor area enables children to use their imagination very well. Children practice their construction and negotiating skills as they help each other to build with the large scale planks and blocks. They learn to balance and take risks as they move across their constructions, climb the mounds or creatively paint the trees with large brushes and water. Younger children work well alongside the older children and enjoy the role play in the home corner and time in the quiet area, as they make themselves comfortable in the play beds with the dolls, blankets and books.

Children are motivated to enjoy learning and exploration through a broad range of activities and to investigate objects and materials by using all of their senses. For instance, they enjoy creating paintings and collages using a variety of natural and creative media. All children are valued and engage in a wide range of activities and experiences which help them to value diversity. For example, through books, jigsaws, puppets and small world figures which are incorporated into the daily resources. Outings to feed the hens and walks in the local community enhance their knowledge and understanding of the wider world.

Children demonstrate a willingness to keep themselves and others safe through their good behaviour. They show a strong sense of security and belonging to the pre-school. Very good examples are set by staff and, as a result, children are extremely well-behaved, polite, kind to one another and learning right from wrong. Children follow simple safety rules and practise evacuation drills to ensure they know what to do in an emergency. They are developing a good awareness of the importance of following appropriate hygiene procedures to maintain their good health. Children wash their hands thoroughly at appropriate times, with support from adults as required, and help themselves to drinks of water throughout the session. Children develop independence and social skills very well as they choose

to eat their snack at a time that best suits their needs. They readily tuck into a range of snack items that promote healthy eating.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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