

# Allesley Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	507749
<b>Inspection date</b>	28/02/2011
<b>Inspector</b>	Tracey Boland

<b>Setting address</b>	The Bridle Path, Allesley Village, Coventry, West Midlands, CV5 9GR
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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).

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.

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## **Description of the setting**

Allesley Pre-School has been registered since 1992. It operates from a self-contained unit within a previous school building and has access to a secure outdoor play area. It is located in the Allesley area of the City and serves the local and surrounding areas.

The nursery is registered on the Early Years Register. There are currently 50 children on roll, all of whom are within the early years age range. The pre-school opens term time, five days a week and is open from 9.15am until 3pm, plus four weeks during the summer holidays between 9am and 3pm. Children are able to attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities. There is direct access to the setting. The setting employs seven members of childcare staff. All hold appropriate early years qualifications between NVQ Level 3 and 6. The setting receives support from the local authority and the setting is a members of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enter the setting well and their care and welfare is promoted. They enjoy a wide variety of activities that encourage them to progress and their independence is encouraged in most areas. Information obtained from parents about their child's needs enables staff to plan for individuals. Staff demonstrate a firm understanding of safeguarding procedures and steps are taken to ensure the children are safe at all times. Partnerships with parents and other professionals involved in the children's lives ensure that individual needs are continually met. Parent's views are sought to enable staff to continually develop their practice and the service provided.

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

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

- allow children the opportunity to pour their own drinks.

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

Children's welfare is continually safeguarded as staff at the setting have a firm understanding of their role and responsibilities in relation to protecting children from abuse and neglect. Their knowledge and understanding of potential concerns and how to respond is secure. Routines within the setting ensure that children are not left unattended with unvetted adults and recruitment and induction processes

ensure the suitability of staff. Written policies and procedures are shared with parents to ensure they are fully aware of the ethos of the setting.

Risk assessments are completed for all areas of the setting and daily visual checks are also completed. Consistent routines are in place that effectively promote children's good health and well-being and staff and children follow clear procedures to prevent the spread of infection. Staff hold valid first aid certificates and records are maintained following an accident and for the administration of medication.

Staff are proactive in their approach to equality and diversity and children from different cultural backgrounds attend the setting. Children access resources that positively reflect race, culture, gender and disability and pictures and posters compound this further. Children's individual needs are effectively met and staff take time to get to know each child and their family. All required documentation is held within the boundaries of confidentiality. Behaviour is very good and staff follow consistent strategies and work well together, praising children for their efforts, achievements and acknowledging their progress.

The effectiveness of the settings engagement with parents and carers is good. Relationships are strong and those parents spoken to during the inspection spoke highly of the care and support they and their child receive and feel. They are kept informed and involved in their child's ongoing development and feel confident that their child's needs are being met effectively. Links with other agencies, such as, the local authority, health professionals and the Area Special Needs Coordinator are very well established and used effectively to support children's additional needs. Links with childminders in the area are also being developed.

The setting is bright and welcoming and children's work is displayed throughout, as are pictures of children involved and engaged in activities. Equipment, furniture, toys and materials are suitable and safe and staff ensure they are clean and well maintained at all times. Children enjoy snacks each day which vary from breadsticks, biscuits and fruit and take account of any dietary needs and preferences. Drinks are freely available. Parents provide packed lunches for their children and meal times are a happy, social event. Children have some opportunities to pour their own drinks but this is not a consistent practice, therefore their independence skills are not continually enhanced.

The nursery's capacity to maintain continuous improvement is good. Staff and management discuss future plans for the nursery and their views are sought through staff meetings and appraisals. Staff demonstrate a commitment to keeping their knowledge and skill base up-to-date through ongoing training and personal development.

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

Children are happy, settled and show delight when entering the setting. They are involved in a wide variety of activities and are actively engaged and involved.

Strong relationships have been formed between staff, children and their peers and interaction is excellent. Staff spend time talking to parents about their child's development to enable them to plan effectively to meet their needs, which encourages effective partnership working. Staff make concise, informative observations of children at play and their evaluations reflect a true understanding of each child's developmental stages and needs. Staff organise the provision well to enable children to freely access toys and resources and a lot are stored at child height. Specific areas are dedicated to role play and a relaxed book area that encourages children's enjoyment of books.

Staff ensure that appropriate resources challenge children's learning across all areas. Children learn about safety and the need to be healthy through discussions, consistent routines and activities, for example, washing their hands after using the toilet, messy play and before meals and snack time. Children learn the importance of being healthy and that exercise is good for their bodies. They enjoy running, using wheeled toys and equipment and using their small muscles when digging in the garden. They are curious when looking for mini beasts in the 'bug hotel' they have created and are able to watch the worms and ants as they move around the vegetable patch in the garden, through the Perspex window that is incorporated within it. Children learn about the life cycles of animals and plants and a recent topic about tadpoles and frogs is displayed to encourage them to talk about what they have learnt and share this with their parents.

Staff have a consistent approach to managing behaviour and are good role models for the children. Clear boundaries are in place within the setting and children respond very well to requests made of them. Praise and encouragement is given to all of the children.

Children are developing skills for the future and enjoy using the computer and electronic toys and resources. They learn to use the mouse with ease and the programmes available are adapted to meet the individual needs and abilities of the children. They thoroughly enjoy listening to favourite books and stories and join in with familiar text and rhymes. Children are encouraged to use their imagination through stories and re-enact the 'Three Billy Goats Gruff' and 'Goldilocks' using hand-made costumes and resources.

Children's understanding of diversity and the wider world is encouraged through the activities and celebrations that take place throughout the year. Children learn about different countries and customs and are actively involved in cooking activities that relate to them, where they have the opportunity to weigh, measure and mix the ingredients whilst observing the changes to the mixture through the cooking process. They learn different languages such as Spanish where key words are displayed and they use Makaton when talking and singing songs to ensure all children are involved.

## 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

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

<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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## **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