

Bents Green Pre-School

Inspection report for early years provision

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Inspector	Tracey Outram

Setting address	Bents Green Methodist Church, Ringinglow Road, Sheffield, S11 7PS
Telephone number	07714502472
Email	
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

Bents Green Pre-School has been operating since the 1960s. The group is managed by a voluntary management committee. It is situated within a church building in the Bents Green area of Sheffield, South Yorkshire. The children have access to two playrooms and toilet facilities. There is an enclosed outdoor play area.

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 28 children aged between two and five years at any one time. There are currently 46 children on roll. The pre-school is open Monday to Friday from 9.15 am to 12.15 pm. 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, three staff hold Level 3 qualifications, two have Level 6 qualifications and one has a Level 5 qualification. In addition, there are two other staff members; both are unqualified but highly experienced. The setting works alongside other professional from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's welfare is effectively promoted through the implementation of robust safeguarding procedures. Members of staff know the children well and are extremely dedicated to meeting a broad range of individual care and learning needs. As a result, they provide an inclusive environment where every child is warmly welcomed and supported. The pre-school has a very strong capacity to improve because staff are highly motivated and committed to enhancing outcomes for children.

What steps need to be taken to improve provision further?

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

- enhance the planning for the older and more able children by ensuring that they have opportunities to further expand on the things they have already experienced
- explore ways of overcoming the barriers which prevent children making choices of when and how they should access the outdoor play.

The effectiveness of leadership and management of the early years provision

Central to the ethos of this highly effective setting is the strong desire to maximise the children's good health, welfare and safety. As a result, the environment is secure, risk assessments are exceedingly comprehensive and robust recruitment procedures ensure that all adults are suitable to work with the children. Similarly, all members of staff attend safeguarding training and have a secure understanding of how to respond to any fears or concerns that children are being abused or neglected. This all helps to ensure that children are cared for in safe surroundings.

Members of staff are effectively deployed and the children have many opportunities to use a wide variety of resources for exploring and discovering the world around them. However, their individual preferences and styles of learning are somewhat restricted due to the timetable and routines for accessing the outdoor play area.

Strong and effective leadership ensures that self-evaluation is used to identify what the setting does well and what needs to improve. The manager is a reflective practitioner who is able to prioritise what action is required to make a positive difference to children. The staff team are dedicated, and many have completed advanced training to extend their skills and professional development. For example, their enhanced knowledge of how to support children's personal, social and emotional development has a positive effect on their well-being, learning and achievements. Staff actively promote equal opportunities by providing activities and resources that help children to develop a healthy attitude towards diversity. They also ensure that they are well positioned to identify and sustain children's need for additional support.

Partnerships with other providers, such as, local childminders and schools who share the care of the children are progressing well. For example, information is shared to ensure that services are complimentary and support individual children. Engagement with parents and carers is very good with a major contributory factor to the positive liaisons being the effective key person system. In addition, all children receive an initial home visit before they attend the pre-school. This is used to learn about families unique lifestyles and helps staff plan experiences that reflect those that the children have at home. This reassures parents and has a positive impact on children's confidence within the setting. In addition, parents receive written and verbal information about their children's progress along with information about how they can support learning outside of the setting. Parents, carers and other professionals from the local authority are highly appreciative of the pre-school. They openly praise the friendly and enthusiastic staff team.

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

The provision for promoting children's welfare and learning is very good; therefore, children make secure progress and enjoy their time in the setting. The staff are

very skilled in observing children's development and the information gained from assessments is used effectively to meet their needs. For the most part, children are highly motivated and engaged in purposeful activities. However, there are odd times when the slightly older and more able children do not have sufficient opportunities to expand on the things they have already experienced.

Members of staff provide experiences that build on children's language skills, socialising and problem-solving abilities through the broad range of child-led, and planned focussed activities. The children's creativity is enhanced by many the many opportunities they have to freely express themselves through using small world resources, role play equipment and art and crafts. In addition, the children are encouraged to think as they explore colour. For example, as they make 'gloop' they discover how to change the tone and depth of the colour to by adding more dye. Likewise, torches and coloured paddles are provided, which the children enjoy using as they explore colour exchange and the relationship between primary and secondary colours. The children achieve and enjoy their play; they are clearly developing skills for the future. They are articulate and confident to communicate, developing good speaking and listening skills as they build the foundations for literacy through their participation in activities, such as mark making, drawing, modelling, reading and writing their own name. Mathematical development occurs as they explore shape, space and measure and work with equipment that promotes the use of numbers including counting, sorting and matching. In addition, the use of technology is promoted as children skilfully use the computer.

The work that has been completed to help children learn about healthy lifestyles is outstanding. They are involved in making healthy snacks, such as, soup from the vegetables that they have grown and cared for. They also self-serve drinks and enjoy a selection of fresh fruits during the session. The children have an exceptional understanding of personal hygiene routines as they confidently and competently attend to their personal care needs. Similarly, the children learn the importance of regular exercise. They enjoy exciting opportunities to climb, negotiate obstacles and use resources including the parachute, all of which make an exceedingly good impact on children's strength and stamina.

The children's behaviour is excellent because they feel physically and emotionally safe within the setting. They demonstrate some excellent negotiation and cooperation skills and take a lead role in ensuring that their play is conducted safely. For example, the children understand that reducing the number of people on the indoor climbing frame at any one time prevents accidental injuries. Overall, staff illustrate to children that their presence in the setting is valued. They welcome each child individually and pay attention to the special events in their life. This helps children to develop a strong sense of belonging, which ultimately enables them to explore and learn from a secure base.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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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