

# Standens Barn Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	220107
<b>Inspection date</b>	25/03/2011
<b>Inspector</b>	Jan Burnet
<b>Setting address</b>	Community Centre, Topwell Court,Standens Barn, Northampton, Northamptonshire, NN3 9TW
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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.

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

Standens Barn Pre-School opened in 1993 and is run by Northampton Pre-School Group. It operates from a large room and adjacent entrance hall within Standens Barn Community Centre in Northampton. All children have access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 27 children may attend the pre-school at any one time and all may be in the early years age group. None may be under two years. The pre-school is open each weekday during term time and sessions are from 9.15am to 12.15pm.

The children are cared for by a team of five staff and three are present at any one time. All hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff meet children's individual developmental needs successfully and promote children's welfare appropriately, although a welfare requirement is not being met. The providers and staff are aware of strengths and areas for improvement and they work together to ensure that the needs of children, parents and carers are met. Information obtained from parents helps staff to identify and address children's differences effectively. The partnership with parents is good and the staff have experience of liaising with external agencies or services to ensure a child gets the support he or she needs.

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

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).
- 25/04/2011

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

- extend the use of the outdoor area to ensure that the provision is more effective in enhancing children's play and learning experiences.

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

Children are cared for in a warm and welcoming environment. Staff assess and limit risks on a daily basis. For example, they are aware of systems for ensuring that intruders do not enter the premises. This applies to the outdoor play area in particular as this is surrounded by only a waist-high wall. Welfare requirements are not met because this potential risk and others are not written into a risk assessment record. Staff awareness of their responsibilities with regard to protecting children from abuse is sound and the designated person/manager and deputy have attended Northamptonshire Safeguarding Children Board training. The providers ensure that satisfactory procedures for recruitment, selection and induction are in place. Good health and wellbeing is promoted effectively and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy.

The Ofsted self-evaluation form was completed in September 2009 and is being reviewed. The current focus is to encourage all staff to work towards a level 3 early years qualification, review the recruitment and selection procedures and develop the use of the outdoor play area. Most recommendations raised at the time of the last inspection have been addressed well. The providers were asked to ensure that cords on blinds are made inaccessible and improve the presentation of activities to make them more inviting to children. The providers were asked to develop the quality of teaching, make sure that children's progress records inform planning for individual children and develop the use of evaluation to monitor and improve the quality of care and nursery education. These learning and development recommendations have been addressed well. However, a recommendation to develop the use of the outdoor play area to enhance children's play and learning experiences is not yet fully addressed.

The provider and staff ensure that the partnership with parents is good. They seek the views of parents/carers about the provision, for example, with a questionnaire and a suggestion box. Information on the Early Years Foundation Stage is provided, all required policies and procedures are shared with parents and newsletters are periodically sent out. Parents are made aware that their child's assessment folder is available to them at all times. Admission forms identify children's individual needs. Information is sent on to local schools about children when they leave the setting and staff liaise with external agencies or services to ensure that a child gets the support he or she needs. Children currently on roll do not attend any other early years provision. In discussion, the providers and staff are aware that links should be established with other early years providers in order to provide consistency of care and education.

Staff ensure that they provide effective, inclusive care for children and they demonstrate a good awareness of each child's needs, background and personality. Children are encouraged to recognise their own unique qualities and characteristics they share with others. They learn about similarities and differences through play, for example, learning an awareness of different countries, foods, traditional dress,

stories and music. Toys and play equipment reflect positive images and meet the developmental needs of the children well.

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

Children are making good progress across the six areas of learning and the range of resources and activities meet their needs well. Observation and assessment is used appropriately by staff to inform planning for next steps in learning. Children are happy, settled and sociable. They confidently choose from the range of activities in the playroom and a 'free flow' system is effective between the indoor and outdoor space. However, the organisation of the outdoor play area is not yet fully effective in enhancing children's play and learning experiences. Children confidently express their views and ideas and use mathematical language as they play. A three-year-old confidently explains that he is going to play on a bike but that "I'm big and the bike is too small". Friendships have formed and children play cooperatively. They are aware of expectations with regard to behaviour and they are learning to share and take turns.

Manipulative skills are practised daily as children mould with dough, play with safe small toys, learn to use scissors and practice writing skills in a variety of different ways. Children are learning that letters represent sounds and they learn to recognise their own name in print as they register their attendance by choosing their own name card. They can select the card at any time if they want to copy it to write their name on their pictures. Children enjoy listening to stories and looking at books. They count spontaneously and learn to count with 'one-on-one' correspondence. They gain an early awareness of calculation as they sing songs such as '5 little ducks'. Children's creativity is promoted as they enjoy art and craft activities, choose from a good variety of imaginative play equipment and explore their senses. For example, they change the look and texture of dough by adding glitter.

Children's good health is promoted well and they are learning how to keep themselves healthy and safe, for example, through good personal hygiene, healthy eating and understanding why the fire drill is practised. Opportunities for children to gain skills and confidence with climbing equipment are available daily in the playroom and in the outdoor area.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	3
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
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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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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