

# Youth Club Pre-school

Inspection report for early years provision

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**Unique reference number** 141817  
**Inspection date** 23/03/2011  
**Inspector** Cordalee Harrison

**Setting address** Wolverton Road, Newport Pagnell, Buckinghamshire, MK16  
8HX

**Telephone number** 07714 041494

**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*.

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

Youth Club Pre-school opened in 1972. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from three rooms in the Youth Club. There is an enclosed outdoor play space for children to use. The pre-school is located in the Youth Club Centre in Newport Pagnell, Buckinghamshire. The pre-school serves the local area and some surrounding districts. A committee of volunteer parents manages the pre-school.

Currently, there are 66 children from age two years on roll; all of the children are in the early years age group. The pre-school is in receipt of funding for two, three and four year olds. The group supports children who speak English as an additional language and children with special educational needs and or/ disabilities.

The pre-school opens weekdays during school term times, opening times are at 9.00am until 2.00pm.

The pre-school employs 12 members of staff, of these 11 works directly with the children. The manager is qualified to level 3 in childcare and education and level 5 in management. Seven other members of staff are qualified to level 3, and three are qualified to level two in childcare and education. One member of staff is currently studying to gain a Foundation Degree in Early Years Care.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Pre-school consistently provides extremely high standards of education for children. Children thoroughly enjoy their learning experiences; they are flourishing in the child-centred environment. The management and leadership team is rigorous in their management of both welfare and learning and development; highly effective systems are in place to support every child's individual needs. Equality and inclusion are at the centre of the pre-school's provision, staff, children, parents and other professionals work together to make inclusion a reality for every user. The pre-school has built on its past successes, which has enabled it to achieve outstanding judgments across the majority of its outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- develop further links with others providers of the Early Years Foundation Stage to improve two-way communication to enhance children's experiences

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

The pre-school safeguards and promotes children's welfare, learning, and development to exemplary standards. The management and leadership team organises the pre-school's activities exceptionally well and this ensures all systems that are needed to identify, support and deliver consistently high standards for children are in place and monitored. Pre-school staff are very well trained and highly skilled; they are enthusiastic to gain the best outcome each child. The pre-school's policies and procedures are clear, detailed and specific to its operation. All documentation required to safeguard and promote children's health and welfare is in place and readily accessible for inspection.

Staff have strong knowledge child protection; they are clear about internal and external communications to deal with concerns about children's well-being. Staff know the designated officer with responsibility for child protection and they are clear about the procedure that will be followed in the event of allegation of abuse against staff. To strengthen staff's knowledge and confidence, child protection is a regular item on their team meeting agenda. Staff are very confident in their knowledge of all aspects of safeguarding and they share responsibility to achieve safe environments for children.

Risk assessments are thorough and developed with contribution from staff and children. This enables children to take risks in controlled environments and to make independent use of all the space and resources. For example, children do not have access to hazardous substances, however, they have opportunities to use equipment for cooking and gardening safely. Fire safety is well addressed, firefighting equipment is in place, and health and safety procedures are clear and notified to all adults. Safe procedures are in place for the management of children's health conditions, medication and accidents. The procedures are very familiar to all staff and parents, for example, parents know that they are expected to sign children's medication in when they arrive at the pre-school.

The pre-school deploys its resources exceptionally well. Staff are clear about their roles and responsibilities this ensures that there is no time wasting. Staff carry out their duties confidently and competently to enhance children's learning experiences. The pre-school takes a joined up approach to promoting children's good health. In addition, to the healthy snacks that they provide for children, they work closely with parents to ensure that the food they provide in packed lunches is balanced and nutritious. Equality and diversity is central to the pre-school's operation. In addition, to engaging parents in all aspects of children pre-school activities they communicate with them through various means, such as the notice board, newsletters notices, verbal communication and pictures help parents for whom English is an additional language. All parents are supported to understand and contribute to children pre-school experiences. The pre-school takes positive and effective steps to tackle unfair discrimination and staff work tirelessly to ensure that children are well integrated. The pre-school has procedures in place to track and monitor children's progress, as well as the pre-school's performance to maintain high standards for all its users. The leadership and management team

makes exceptional use of the process of self-evaluation. They use it to gain input from children, parents and staff. This ensures that the views of all interested parties are considered as they review, plan and set targets for future development. The pre-school is embedding and divining improvements in many ways. Such as, developing training plans for all staff, and supporting staff to update and improve on a wide range of qualifications from first aid, to a foundation degree. There is a clear vision and planned improvement for the continued growth and development of the pre-school.

Parents praise the preschool and staff very highly; they judge the preschool outstanding. They refer to excellent pre-school links, parents state that staff are interested in the smallest details about children and that they use the information to develop learning that is unique to children. Overall, the pre-school is working extremely hard to establish and maintain effective partnerships with other professionals, and they are establishing very positive relationships with others, including training institutions such as the local college, the Pre-school learning Alliance and the local early years development workers. They are making efforts to communicate with other provisions where children receive education and care, however, they acknowledge that there is more to do in this area as communication between some of these provisions is mostly one way.

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

The excellent arrangements that the pre-school makes to promote children's learning and development is instrumental to helping them to develop a passion for learning. Staff plan, evaluate and monitor children's learning experience consistently. This helps to make sure that every child is making strides in learning in consideration to their individual starting point. The pre-school makes expert use of observation records and the skills and knowledge of all staff, especially those who have overall responsibility for the management and delivery of the learning and development aspect of the Early Years Foundation Stage.

The arrangement for free flow play is a very strong feature of the pre-school experience for children. Well detailed planning and resourcing of both areas makes them extremely inviting to children the areas compliment each other positively and provide excellent opportunities for children to consolidate learning through varying experiences. For example, they experiment with the bikes and create their own roadway to gain first and experience of road safety in a controlled environment. They relate their experiences to what they learn from the regular visits of the Police Community Support Officer, who also helps them develop their awareness of stranger danger as apart of their understanding feeling safe.

Children are learning about healthy life styles in exciting and interesting ways. They are involved in the preparation of some foods, such as making bread and fruits kebabs. In addition, to the range of healthy snacks they eat, they learn to take care of their personal hygiene through consistent practice and with appropriate levels of support from staff. Children learn to minimise the risks of

cross infection through very good hygiene practices, for example, there are tissues and hand gel for them to use independently, throughout the pre-school. These are in addition to washing their hands before handling food and after using the toilet. Exercise is a core part of children's learning experiences, they ride bikes use the climbing frame and enjoy many other outdoor activities across the seasons. They dance and learn to control their movements to music that originates from around the world including Latin America and Ireland. Through a vast range of high quality play experiences children are achieving, enjoying and building skills for the future. For example, they experiment and create controlled explosions with bicarbonate of soda, flour and vinegar. They use the computer at will, and within safe boundaries show their competence as they play games and access the internet. Children consolidate their understanding of time in a range of ways, from using the egg timer to ensure that everyone has an equal turn on the bikes, to planting winter bulbs and see them grow and flower in the spring to hiding a time capsule.

Clear and consistent boundaries sets high expectations for children to behave well, staff help them to understand the consequence of their actions. They learn to be kind to others and behave very well. They are experienced at making choices and decisions and understand that their contributions are valuable to keeping the pre-school a happy place for everyone. In addition, to a very inclusive pre-school environment where all children are made to feel welcome and safe, children participate in a wide range of activities in the community. They fundraise for many good causes locally and nationally and learn that from a very young age they are make valuable contributions to the lives of others It is commonplace for the pre-school to get letters thanking them for their contributions and involvement, the pre-school supports children and encourages them to celebrate their success and that of others.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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