

Young Risers Pre-School

Inspection report for early years provision

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Inspector	Elizabeth Dickson
Setting address	Downs Road, Istead Rise, Gravesend, Kent, DA13 9HG
Telephone number	01474 832205
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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

Young Risers Pre-School opened in 1993. It is run by a committee and operates from the annexe in Istead Rise Primary School. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting has sole use of a classroom, an office and children's toilets and has its own secure outdoor area. The setting also has scheduled use of the school hall, a playground and playing fields. The group is open from 9am to 3pm, five days a week, during school term time only. Children may attend for the full day, morning or afternoon sessions. Children staying for the whole day are required to bring a packed lunch. The setting is registered to care for up to 24 children aged two to five years. There are currently 40 children on roll. Of these, 25 children are aged three and four and receive funding for nursery education. There are eight members of staff, including the manager, who work directly with the children; of these, seven staff members hold at least a National Vocational Qualification (NVQ) at level 3, and one is working towards this qualification. The manager has completed a degree in Early Years. In addition, the setting accommodates a number of students on work placement. The group has the Pre-School Learning Alliance Accreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Staff at Young Risers are a dedicated, enthusiastic and experienced team. They work together very well, putting the needs of children first. As a result, all children enjoy a happy and positive experience, are well cared for and are kept safe. Staff work very closely with parents and carers, and form strong partnerships with the primary school and other professionals and settings. Regular and effective self-evaluation helps staff to review and reflect on good practices and identify appropriately priorities for improvement; consequently, the provision has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- use information from assessments and observations more effectively to plan relevant play experiences for each child indoors and out, across all areas of learning and development.
- continue measures to ensure that the needs of younger children are adequately addressed in all activities provided.

The effectiveness of leadership and management of the early years provision

Children are kept safe and protected from harm through clear systems which promote their safety and welfare at all times. The committed and caring staff team put safeguarding as a top priority, with all members of staff fully trained in child protection and first aid. All required policies and procedures are in place and up to date, reflecting an improvement since the last inspection. Staff are extremely vigilant in supervising the children in their care, and thorough arrival and collection systems ensure that unknown adults cannot enter the setting. A password system is in place for any children who will be collected by an adult who is unfamiliar to staff. The staff carry out comprehensive visual safety checks of the setting and resources on a daily basis ensuring children play in an extremely safe and secure environment, effectively promoting their safety and independence.

Regular staff meetings provide staff with opportunities to discuss individual children's progress, key person and group planning, as well as identifying individual training needs. In their relentless drive to improve the provision for children, all members of staff are highly committed to developing their skills and expertise. This ensures that children have their individual needs met and staff have the opportunity to extend their understanding and knowledge of early years practice and guidance. Through regular reviews of their practice, staff have identified the need to provide additional support and resources for the younger children so their needs are better met, and steps have been taken to address this.

The pre-school has excellent relationships with parents and carers. They are represented by an active and supportive committee and benefit from easy access to clear information about the policies and procedures. When children first begin at the group their individual requirements and development are noted so that staff can work effectively to support and include them. Staff carry out home visits, and find this helpful in settling children quickly at pre-school. Parents are encouraged to share important events and interests in their child's life through contributing information and photographs to their child's 'Learning Journey' book. The setting recently provided written information and ran a workshop for parents on tips for reading bedtime stories to their children. Staff also encourage children to take home 'story sacks' for bedtime reading.

Staff make excellent use of questionnaires with parents, and an analysis of their responses is used to assist in developing provision. For example, a recent questionnaire, prompted by the setting's involvement in the 'Every Child a Talker' project is being used to assess the support needed for children in their language development. Parents are also willing volunteers to help on local visits. The strong partnership with the primary school, reflected in shared information and experiences with the Reception class, means that children make a smooth transition to school. Excellent relationships have been established with other professionals, such as speech therapists, traveller service and medical services, providing additional support for the children where necessary and ensuring equality of provision.

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

Children are happy and confident and behave well. There is good provision for their welfare that shows in the excellent, and affectionate, relationships they have with staff. The play environment is child-friendly and welcoming and children clearly feel extremely safe. Children with additional needs are fully supported by skilled and committed staff who sensitively support them while ensuring they are included in activities. Children are busy throughout the session. Staff base children's learning experiences on their individual interests so that they are enthusiastic and interested in activities. For example, when children showed an interest in insects a parent made spiders' webs from nets to hang outside. Staff see their role as facilitators to the children's learning and actively encourage their imagination and creativity. They are comfortable in getting down on the carpet to play with children, whether helping them to complete a puzzle or read a story to them. Although staff carry out regular observations of children, they do not consistently use this information to evaluate children's progress in order to develop activity plans to help children more easily achieve the next steps in their development across all areas of learning.

Children rapidly develop independence and self-confidence that helps them to enjoy their learning and contributes to the smooth running of the setting. This is seen in way they register themselves in the morning, take off their outdoor shoes and hang up their coats, and know to wash their hands before the snack. They recognise which foods are healthy, and this knowledge has been extended through the setting's 'Healthy Eating' week. There is good provision for them to use the school hall for physical activities, helping them to stay fit and active.

Good behaviour management methods help to ensure each child understands the expected boundaries. Staff are good role models and children learn positive manners and behaviour through their input, particularly at snack time when they share food with the children. Children's good behaviour was seen when they took part in a physical education session in the school hall and waited in line until it was their turn to use the apparatus.

Children learn about the natural world through walks in the local country park and visits to a nearby farm, through planting bulbs and watering plants in the small garden area, and by watching the life cycle of the tadpoles becoming frogs. Activities, such as visiting the elderly to sing carols, inviting grandparents to come and play, or collecting food produce for harvest, raises children's awareness of their own community. Children develop their understanding of number through a wide range of equipment indoors and outdoors to support early number recognition. Using scales to weigh objects, measuring volume in water and sand play, and by playing with shapes to make geometrical designs, helps the children to gain knowledge of basic mathematical forms. The development of basic literacy and numeracy skills, as well as their good personal development, helps ensure they are well prepared for the future.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	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