

Whitecrest Pre-School Playgroup

Inspection report for early years provision

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Inspector	Bernadina Lavery
Setting address	Whitecrest, Great Barr, Birmingham, West Midlands, B43 6HQ
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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*.

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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

Whitecrest Pre-School re-registered in 1991 and is run by a management committee. It operates from a classroom at Whitecrest Primary School in Great Barr, Birmingham. The pre-school serves the local area. Children have access to the school hall, Information and Communication Technology Suite, school grounds and there is a fully enclosed area available for outdoor play. The pre-school currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children from two to under eight years may attend the group at any one time. It is open Monday to Friday from 8.35am to 11.35am and Tuesday and Wednesday from 1.20pm to 3.20pm, during school term times. The pre-school is in receipt of funding for early education places. There are currently 28 children on roll, all of whom are in the early years age group.

There are five practitioners who work with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Confident, happy children make good progress at this welcoming pre-school. Practitioners are experienced, enthusiastic and have a secure knowledge of the Early Years Foundation Stage. All children are valued, treated with respect and inclusive practice mostly underpins the delivery of all activities. Resources, partnerships, and relationships are prioritised, helping children to achieve well. Detailed documentation to support children's safety and well-being is in place, although some of this lacks fine detail. Monitoring and evaluation procedures are effective and practitioners are focussed on striving for future improvements.

What steps need to be taken to improve provision further?

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

- extend risk assessments so that they cover anything with which a child may come into contact, with particular regard to the garden area
- provide additional opportunities for older or more able children to count money and change in role play games in order to extend their numeracy skills.

The effectiveness of leadership and management of the early years provision

Good attention is given to safeguarding as practitioners confidently describe child protection and allegation reporting procedures. Detailed documentation includes clear recruitment and ongoing suitability measures, helping to ensure only suitable adults work with children. Good security measures are in place, as access to the premises is monitored. All visitors are required to sign in and produce identification. Practitioners are safety conscious and vigilant. Detailed risk assessments include hazards within the school and cover outings. However, documentation is not updated to reflect seasonal changes within the garden area. For example, the garden contains nettles and brambles which could sting and scratch children. Practitioners are proactive in ensuring their first aid training is up-to-date. Detailed accident recording and sickness reporting procedures ensure children's health and well-being are supported. The learning environment is used to its' full potential, and children enjoy access to the school's facilities, such as the sports hall and information and communication technology suite. This, coupled with an excellent range of high quality, sustainable resources, ensures children experience variety in their play and learning.

Partnerships with parents and with other settings and agencies are exemplary. Practitioners take time to get to know individual children and their families. For example, information is sought prior to admission regarding children's home language, family composition and learning needs. This helps to promote inclusive practice. Practitioners act as very good role models, clearly enjoying children's company and conversations. Effective team work ensures the smooth running of the pre-school as all practitioners have clearly defined roles, responsibilities and can use their particular talents, such as arts and crafts. Parents and carers speak very highly of the group. They are happy with the communication channels, the commitment of the team and their children's overall progress. A display board includes helpful information relating to planning and children's learning. Information relating to the regulatory aspect of the pre-school, such as public liability insurance and the Ofsted registration certificate, is displayed providing reassurance for parents and carers. Children are well-supported and prepared for the next stage of their education. For example, practitioners liaise closely with host school's reception team, exchanging information and organising preparation events, such as experiencing school lunchtime. Practitioners also work highly successfully with other schools in the local area. This ensures a smooth transition for all children and demonstrates a high commitment to partnership working. Practitioners welcome advice and guidance from other professionals resulting in a realistic evaluation of the pre-school's strengths and areas for improvement, including an Early Childhood Environment Rating Scale (ECERS) assessment. This ensures that future plans are focussed and encompass ongoing training needs in order to enhance children's learning opportunities.

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

Children make good progress within the Early Years Foundation Stage as motivated, experienced practitioners plan and deliver a full range of exciting activities. Skilful use of questioning and other strategies are used effectively to engage children's interest in play and learning. Planning and assessment procedures are flexible and reflect children's interests. Parents and carers are kept very well-informed about activities and children's achievements. Documentation has recently been updated to reflect children's individual progress and ideas to extend learning. Although, there is further scope to balance safety concerns and variations in children's progress. For example, older or more able children do not count money and change in role play games, because of the potential choking hazard to younger children. This limits opportunities to extend numeracy skills. Practitioners evaluate children's interest in activities and extend topics in response to children's enthusiasm. For example, children are currently fascinated with fire safety and enjoy a wide range of activities reflecting this. Established links with other professionals, such as health visitors and speech and language therapists, enable early intervention, ensuring children receive the support they require.

Children's art work is attractively displayed, including self portraits made from clay and collage materials. This helps to create a stimulating and welcoming environment. Children are learning about cultural differences within society through varied activities. For example, children make masks and take part in dragon dancing for Chinese New Year. Children show emerging self-confidence as they are developing friendships with their peers and engage in conversations with practitioners. Circle time is used effectively to encourage language skills. For example, practitioners use discussion photographs to encourage children to think about hazards in the home, such as knives being sharp. Children practise early writing skills as they use coloured chalks, excitedly making patterns and marks outdoors. They demonstrate early matching skills while playing picture lotto as they look carefully for similarities, with gentle guidance from practitioners. Counting skills are supported and encouraged at registration as children explore quantity by counting how many boys and girls are present. Children take turns and show curiosity in their desire to try on a fire fighter's helmet, enjoying the attention and pretending to put out a fire. Children show creativity while using musical instruments, enjoying the sounds generated by tambourines and shakers. Children are curious, articulate learners. This, coupled with use of the host school's information and communication technology suite, ensures children acquire good skills to support their future learning.

Children demonstrate excellent levels of responsibility for their personal hygiene. For example, children select and dispose of their tissues appropriately, wash hands and use anti-bacterial gel prior to eating. Healthy eating is prioritised and children are encouraged to drink plenty of water and taste different fruits, including pineapples and strawberries. Children have excellent opportunities to partake in a

wide range of physical activities that are challenging and fun. For example, children can refine their coordination skills by balancing on rope bridges in the adventure area of the school playground. They use bikes and scooters with skill, navigating around obstacles and demonstrating a sense of space. Children's behaviour is excellent and they are polite, courteous and show respect for each other and their environment. For example, while dressing up, they share costumes and admire each other when dressed as princesses and fire fighters. Children are developing a good, secure understanding of safety issues. For example, songs are used to outline hazards to children such as, 'don't touch matches'. Children participate in regular fire drills, ensuring they understand evacuation routes in the event of an emergency.

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	1
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	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	2
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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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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