

Thursfield Pre-School

Inspection report for early years provision

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Inspector Sue Rogers

Setting address Thursfield Pre-School, Chapel Lane, Harriseahead, STOKE-
ON-TRENT, Staffordshire, ST7 4JJ
Telephone number 07816 532173
Email jane@hhplay.co.uk
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

Thursfield Pre-School re-registered in 1993. It operates from the Pre-School building on the site of Thursfield Primary School in Harriseahead, Stoke on Trent. There is a fully enclosed outdoor play area and the setting serves the local area.

The setting is open Monday to Friday all year round. Sessions during term time are from 8am until 6pm and sessions during school holidays are from 9am until 5pm. Children attend for a variety of sessions. A maximum of 26 children aged between two and five years may attend at any one time. Currently there are 92 children on roll aged between two and 11 years. Of these, 53 children are in the early years age group and 38 receive funding for early years education places. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are four members of staff who work with the children. Of these, holds a qualification at level 6, two hold National Vocational Qualifications (NVQs) at level three and the other unqualified member of staff is working towards a NVQ at level four. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their learning experiences as they are cared for by experienced and knowledgeable staff who have a good understanding of children's individual needs. Documentation is mostly effective in protecting children's needs and is regularly reviewed. Children's learning and confidence are promoted well as staff initiate interesting and stimulating activities. Partnerships with parents are good as they are kept informed of their child's activities and progress. Staff successfully work with additional agencies, promoting inclusive practice and individual care and education for all children. The measurement of the setting's effectiveness is developing well and demonstrates a good capacity to continuously improve.

What steps need to be taken to improve provision further?

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

- ensure that information about who has legal contact and who has parental responsibility for each child is obtained. (Safeguarding)

06/06/2011

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

- make systematic observations and assessments of each child's achievements and match these to the expectations of the early learning goals
- develop further the quality improvement processes to drive up standards and improve children's outcomes.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a good understanding of their roles and responsibilities and have recently updated their child protection training. Staff have a good awareness of what would concern them regarding a child's care and thorough policies and procedures ensure that parents are aware of their obligations. The risk assessments are effective and, together with skilful staff supervision, ensure that children are safe while they play and learn. The documentation is mostly effective in protecting children's well-being, with children's registration forms being regularly updated. However, details of who has parental contact and responsibility for each child are not currently documented, which is a breach of the regulatory requirements. The premises are warm and welcoming, and children have regular access to the outdoors. Staff are deployed effectively throughout the premises, supporting and supervising children's activities and ensuring that they are safe. This strongly promotes children's feelings of safety. Staff vetting is prompt and efficient, ensuring that all staff are suitable to work with children.

Staff are well supported in their role through an effective induction and regular access to training which contributes towards their professional development. Individual roles are effectively delegated so that staff contribute well towards the effective running of the setting. Their opinions are valued as they all contribute towards the positive drive and ambition of the setting. The setting monitors its effectiveness through consulting with children, parents, staff and partner agencies. Documentation of this process is being developed further so it gives a full representation of the setting's strengths and weaknesses.

Partnerships with parents are strong as they regularly contribute towards the practical support of the running of the setting. This results in welcoming premises that are well resourced with equipment and toys that meet the needs of the children well. Parents know that they can speak to staff at any time and are given a welcome pack when their children start, so they feel very involved with the setting. Children's individual needs are well identified as staff skilfully work with partner agencies, accessing specific advice and support so they can sensitively support the needs of all children. Children who speak English as an additional language are carefully supported as staff identify successful strategies that enable individual children to enjoy and achieve. A range of resources that give positive representations of the wider community further promote children's progress and appreciation of the diversity of their world.

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

Children's learning is well promoted. Staff regularly initiate creative play activities which help to encourage children's confidence. Children wholeheartedly join in with these activities and role play freely when using a treasure box to imagine they are pirates. This promotes their language development as they discover new words and skilfully explain to each other their ideas. Children's understanding of the needs of others is encouraged as they listen and accommodate each other while they play. They confidently mark make during drawing activities and recognise their written names. The available resources and activities reflect diversity, strongly encouraging children's awareness of the wider community.

Older children learn to problem solve and work together as a group as they use board games and devise winning strategies as they play. There is a strong emphasis on child-led play, which enables children to follow their own preferences and choose from the wide range of activities available. They are well supported by skilled staff, who have a good understanding of the Early Years Foundation Stage framework. Children's learning, therefore, is supported through explanations and positive responses to their play preferences. The system that documents children progress is developing well. This allows staff to identify children's next steps and monitor their progress, contributing towards children's successful transitions as they move into mainstream school. The learning profiles, however, do not always match children's progress against individual areas of learning which has the potential to hinder children's individual progress.

Children problem solve as they build with three dimensional modelling equipment, learning how to lock the pieces together so that the structure is strong. They enjoy physically challenging activities as they climb a rope frame, balance on beams and pedal bikes and toy cars over grassed areas. Children learn about volume and capacity as they fill containers with sand and compare size and volume. They confidently subtract numbers as they play, using their mathematical knowledge for a practical purpose. Their independence is encouraged as they take off their coats and put on wellington boots before they play outdoors. They become increasingly aware of their own safety as staff explain how to play safely. Children are helped to understand their feelings during circle time as they discuss what makes them happy and how to be kind to others. This contributes towards children's positive relationships with each other and their recognition of the benefit of including others in their play activities.

Circle time is well organised and encourages children's participation as they share what they know and can make suggestions. They learn to take responsibility for their play environment when they tidy away at the end of each session. They learn how to protect themselves from germs and infections and they wash their hands after they use the toilet and before they eat their snacks. They learn about healthy eating as they chose from a range of fresh fruit and refreshing drinks at snack time. Mealtimes are an enjoyable, social occasion as children sit together with

their friends and chat while they eat.

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	2
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	2
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