

Union Corner Pre-School

Inspection report for early years provision

Unique reference number 109533
Inspection date 08/04/2011
Inspector Stacey Sangster

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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

Union Corner Pre-School opened in 1982. It operates from two rooms in Union Corner Hall, located next door to Hawks Road Primary School. There are kitchen and toilet facilities and an outdoor play area. This setting serves families from the local community and beyond.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. They may care for up to 24 children in the Early Years age range at any one time; of these, 16 may be under the age of three.

There are currently 33 children in the Early Years age range on roll. The setting receives funding for three and four year olds. Children attend for a variety of sessions. The setting makes provision for children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery opens Monday 9am until 3pm and Tuesday to Friday 9am until 1pm, term time only.

There are six members of staff employed, five who work with the children and one who deals with finance matters. The five childcare staff all hold a relevant child care qualification and three are first aid trained. 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 in the Early Years Foundation Stage are supported well to meet their full potential. Most of the practical arrangements and systems in place to document practice are well organised and support the setting to deliver their provision consistently and to a high quality. Arrangements to secure continual development of the setting are well established and receive the full support of the committee and all staff. As a result the settings capacity to continually improve is strong.

What steps need to be taken to improve provision further?

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

- keep full records of the information used during the recruitment of staff to assess suitability, for example, questions asked in relation to health. Ensure that these and other evidence of checks are available for inspection.
- devise an effective system for ensuring that all adults working in the setting can effectively access information about each child's next steps, so that

children receive targeted support from the adult working with them.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are given a high priority. Risk assessments are thorough and help to ensure that children are able to play and explore in a safe environment. The arrangements for recruiting and vetting staff ensure that only suitable adults are permitted to work in the setting. The checks undertaken include taking up references, checking identity, verifying qualifications and obtaining a satisfactory Criminal Record Bureau check. Some questions are asked about applicant's health, although a record of this is not maintained and not all paperwork relating to checks are kept in a manner that makes them instantly available for inspection. All staff have a clear understanding of the procedures to follow if they have concerns about children in their care. The Safeguarding policy is clear and detailed and made available to parents.

The setting provides an inclusive environment and welcomes all children and their families. Children at the setting have opportunities to celebrate a wide range of festivals and learn about each others cultures. Positive images of diversity are evident throughout the setting. This enables children from a wide range of backgrounds to find images that reflect themselves and their families.

The setting values its positive relationships with parents. Parents form an integral part of the setting's management, as the provision is run by a committee of parents. Partnerships with parents in relation to both care and education are firmly established. There is a good two way flow of information, which keeps everybody up to date with the constantly changing needs and achievements of the children. Some opportunities are missed to use what parents know about what their children can do, to support the initial assessment of where children are in their learning and the setting are looking at ways of improving this.

The setting are aware that if children attend more than one early years provision, a partnership should be established to secure continuity and coherence in the delivery of the Early Years Foundation Stage. A system is in place to support such partnership working and the setting have made contact with other providers with varying levels of success.

Resources in this setting are well organised and arranged so that children can access them freely. These are plentiful, well maintained and suitable for the ages of the children who attend. The creative use of the resources by well qualified and committed staff supports success in delivering each of the six areas of learning; children make good progress in all areas as a result.

The setting regularly reflect on their practices, with a view to building on their strengths and identifying and addressing any weaknesses. They produce development plans that focus on priorities that will make the most positive impact on the children. All staff are involved in the self-evaluation process and are

dedicated to the continual improvement of their setting.

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

The welfare arrangements to support children in this setting are strong. There are a range of well written, clear and detailed policies and procedures that inform parents and guide staff. These promote meeting the needs and enhancing the wellbeing of each individual child. Children demonstrate that they feel safe through their actions. Most come into the setting cheerfully and show excitement at what is on offer. They approach staff without hesitation and turn to them for comfort, to share ideas, ask questions or include staff in their games. Children are developing a good understanding of how to keep themselves and each other safe; older children can be heard to remind their peers about how to use equipment or behave in a safe way. Staff give child friendly explanations that helps them to begin to risk assess for themselves. Children can be seen to use their knowledge in a practical way; for example, getting a cloth on their own to wipe up a spill so that the floor is not slippery. They enjoy reminding each other of 'rules' such as not running indoors.

Children show an emerging awareness of how to support their own health. They look at the weather and talk about whether they will need sun cream and know that washing 'germs' off their hands after using the toilet or before eating food will help to prevent them getting a tummy ache. They talk about healthy eating and are developing knowledge of what foods are healthy and those that need to be eaten in moderation.

Children's behaviour is good. The children know what is expected of them and respond very well to the high levels of positive praise they receive. Children are beginning to attain the skills needed for successful negotiation. They can be heard to barter with each other for resources or make deals about swapping toys and equipment. Minor disagreements are usually resolved without the need for adult intervention. Children very much enjoy their time at this setting. The atmosphere is one of busy purposeful play, where children and staff smile and laugh often.

All children are making good progress given their ability and starting points. Arrangements are in place to monitor children's development and address any gaps as they emerge. Key workers identify the next developmental steps in each of their child's learning journey and use these to support children's progress. Children often participate in activities with staff who are not their key worker; effective systems to ensure that all adults in the setting know each child's next steps have not yet been established. This weakens the consistency that the next steps for each child can be promoted. Arrangements to successfully keep parents up to date about children's next steps, so that they can support these at home, are well established.

Children are given good opportunities to engage in activities that motivate and interest them. Recent training to look at supporting boys to engage in mark

making, has lead to staff focusing on improving these opportunities within the setting. On the day of the inspection an activity that involved boys and girls drawing lines and dashes on lining paper to create roads for their cars, was very well received. The children showed extremely high levels of concentration and some attempted to write labels for their roads. So many children wanted to take part that the original activity had to be doubled. Children are developing skills to support their future learning and success. They are growing in independence, confidence and skills. They leave the setting ready for school and future learning. The children are self-motivated and active learners.

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