

Great Expectations Pre-School

Inspection report for early years provision

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Inspection date

31/03/2011

Inspector

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Greater Expectations Ltd., trading as Great Expectations Day Nursery and Pre-School is a privately owned day nursery with a sole director. It opened in February 2005 and was re-registered in August 2007 due to the provider name change. In April 2009 the provision moved to a different part of the same building, which meant a slight change to the address. It operates from a two storey converted building in the centre of Middlesbrough, close to many amenities, such as, the town centre, bus station, train station, university and is also a short distance from Middlesbrough college.

Children are cared for in four groups according to their age and ability, on the ground floor of the building. They share access to two enclosed outdoor play areas. The premises are easily accessed for those with disabilities. The nursery is open each weekday from 7.30am until 6pm, all year round, with the exception of public holidays. The setting is included on the Early Years register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 90 children may attend at any one time, with no more than 24 children being aged under two years. There are currently 72 children on role; all are in the early years age range.

The provision also offers respite care during school holidays for children aged up to eight years who have special educational needs or disabilities. The nursery also supports a number of children who have English as an additional language. Children from a wide catchment area attend, with many parents working or studying in central Middlesbrough.

There are 18 members of staff employed to work directly with the children, including the nursery manager. Of these, 15 members of staff have appropriate early years qualifications ranging from National Vocational Qualifications at Level 2 to degree level. The provision is registered to accept government funding for two year olds but there are none in receipt of this at the moment. Some staff work on a part-time basis and a cook is also employed on a daily basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The provision is not effective in meeting the needs of the children in the Early Years Foundation Stage age group as their welfare is not adequately safeguarded. Inclusion is well promoted and all children are involved. However, not all staff members are fully aware of the ethnicity or cultural background of children and their families. Children are making good progress in their development in relation to their starting points and they have easy access to a varied range of resources to promote most areas of learning. Appropriate self-evaluation procedures are implemented to support the continuous improvement of the provision.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- take necessary steps to safeguard and promote the welfare of children, for example, by increasing all staff members knowledge and understanding of safeguarding children issues, including when to seek advice and share concerns. (Safeguarding and promoting children's welfare) (also applies to the voluntary and compulsory parts of the Childcare Register) 28/04/2011

To improve the early years provision the registered person should:

- improve staff members awareness of the ethnicity and cultural background of the children on roll and their families
- ensure that food hygiene matters are included in staff induction and improve procedures at eating times
- develop the range of resources available to promote children's large physical development and skills.

The effectiveness of leadership and management of the early years provision

Some adults caring for children demonstrate a good knowledge and understanding of safeguarding issues and procedures. However, staff in management positions do not take the necessary steps to safeguard and promote the welfare of children when concerns are raised. The provider has committed an offence by failing to notify Ofsted of a safeguarding concern which may have taken place on the premises. This is an offence unless the provider gives a reasonable excuse. Ofsted does not intend to prosecute on this occasion.

Appropriate recruitment, vetting and induction procedures are in place to ensure that adults working with children are suitable to do so. Deployment of staff is good and children generally receive good adult support and attention. Staff have a positive attitude towards personal development and have attended many additional training courses since the last inspection, including safeguarding, outdoor play, phonics, letters and sounds.

Appropriate risk assessments are conducted and relevant steps are taken to ensure safe and secure indoor and outdoor premises. Children are cared for in a warm and welcoming environment. The deployment of resources is generally good; however, there are limited resources available to promote pre-school children's large physical skills and development. Inclusion is well promoted and all children

are involved. Staff obtain useful written information from parents about each child and some staff members demonstrate a very good knowledge and understanding of the children in their care. However, not all staff are fully aware of the ethnicity or cultural background of some children and their families.

Appropriate self-evaluation procedures are in place to support the continuous improvement of the provision. All records and documents required for the safe and efficient management of the provision are available and well kept, including some good practice procedures relating to social networking, mobile telephones and whistle-blowing.

The setting generally works well in partnership with parents and carers and they are kept informed of their child's progress and development through regular discussions and access to their child's development files and diary information sheets. Parents have good access to the policies and procedure of the setting and also receive newsletters and other information to help support their child's learning at home. Staff are also aware of the benefits of working in partnership with other settings to promote children's transition and consistent care, and this is an ongoing procedure.

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

Children's development is well observed and recorded by key staff and the information is effectively used to inform future planning and learning. Children's individual progress towards the early learning goals is recorded and summative assessments are completed and shared with parents. As a result, children are making good progress in most areas of learning.

Most children present themselves as feeling safe and secure in the setting and they are well behaved. Staff demonstrate a good knowledge and understanding of how to manage most behaviour effectively and promote a positive and friendly environment. Children are helped to learn about keeping themselves safe when involved in fire drills. Their independence is appropriately promoted and they are offered choices about what they want for breakfast and whether they want to play indoors or outdoors.

Children's health is well promoted in some aspects. For example, they receive varied and nutritious healthy meals and snacks throughout the day. Meal times are observed to be relaxed and sociable occasions. Very good hygiene procedures are implemented in the preparation of food in the kitchen, and children learn about the importance of personal hygiene, including hand washing and oral hygiene. However, staff serve some food directly onto tables, which does not promote consistent hygiene routines. Children learn about healthy living through discussions and activities and have enjoyed a recent visit from a dental hygienist. They have regular access to outdoor play. There are limited resources available indoors and outdoors however, to promote older children's large physical development, such as climbing, crawling through/under and balancing skills. Appropriate push along toys are available to promote babies' walking skills plus shape sorters and large building

toys to promote their hand and eye coordination. They also enjoy playing in the soft play room rolling and jumping on the mats and kicking and rolling large balls, which helps to promote coordination and balance.

Some children demonstrate good communication, language and literacy skills, such as when chatting and listening to each other at meal times. They also show an interest in books and identify when books are about similar topics, such as sorting all the books that are about owls. Some children recognise their name on labels and know that print conveys meaning. Staff support children with English as an additional language by learning key words from their parents, and implementing language programmes. Some children also learn to use simple sign language and can demonstrate signs for different words and animals. Children's knowledge and understanding of the world around them is effectively promoted through different activities and resources which reflect other cultural backgrounds and celebrations and also disability. Children also observe the effect of the wind on items tied to the tree outdoors and the change to ingredients when they help to make play dough.

Children have good opportunities to develop their problem solving, reasoning and numeracy skills. For example, they enjoy different computer programmes which enable them to match and sort items by colour, shape and size. Some children also use their problem solving skills when drawing, such as when wanting to draw a circle, they fetch play pans from the home corner to draw around. They have various opportunities for mark making both indoors and outdoors with different media, such as paint and chalk, as well as electronic mark making using the computer. Children develop good relationships with staff and peers and they talk about the friends they miss on the days they do not attend. They also say hooray when other friends arrive and run to greet and cuddle them. Children participate well in role play activities and enjoy playing doctors outside and drawing imaginary injuries on each other's hands with chalk then bandaging them to make them better'.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 28/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 28/04/2011