

# Starcross Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	106227
<b>Inspection date</b>	06/06/2011
<b>Inspector</b>	Elaine Douglas
<b>Setting address</b>	C/o Starcross Community Centre, Starcross Primary School, New Road, Starcross, Devon, EX6 8QD
<b>Telephone number</b>	01626 890188
<b>Email</b>	
<b>Type of setting</b>	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

Starcross Pre-School first registered in 1990. It is run by a committee and operates in newly built premises on the site of Starcross Primary School. It is situated in Starcross, near Dawlish in Devon. The pre-school has use of secure play areas and gardens within the school grounds. The pre-school is open Monday, Tuesday, Thursday and Friday from 9:00am to 3:00pm, and on Wednesday from 9:00am to 11:30am, term-time only.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 36 children aged from three to under five years on roll, some in part-time places. The pre-school currently supports a number of children with special educational needs and/or disabilities.

There are five members of staff, all of whom hold a Level 3 early years qualification. They are supported by a part-time administrator. The pre-school provides free early education for three and four-year-olds, and has close links with the adjacent school.

The setting also offers an Activity Club from 8:00am to 6:00pm on weekdays in school holidays, except on Bank Holidays and between Christmas and New Year. The club is registered to care for up to 40 children, aged from three to eight years. Older children, aged up to 11 years, also attend. There are six staff working at the club, of whom, one is a qualified teacher. Four members of staff hold a child care qualification. The Activity Club was not seen at this inspection.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the Early Years Foundation Stage and provide an excellent environment which enables children to become motivated learners. Most staff work well with other providers and document children's achievements effectively to plan for their next stages of development. This means, children make good progress. The excellent partnership with parents ensures children's welfare requirements and individual needs are met. Children's health and safety are given the highest priority, and they develop an outstanding awareness of making a positive contribution. Good systems to evaluate practice identify most areas for development and ensure continuous improvement.

## What steps need to be taken to improve provision further?

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

- monitor and improve consistency amongst key workers in recording children's development and working in partnership with other providers.

## **The effectiveness of leadership and management of the early years provision**

Children are kept safe through vigilant supervision and excellent procedures. Thorough policies and procedures are very effectively implemented by staff to safeguard children. Staff closely monitor the arrival and collection of children. All doors are alarmed and there are strict procedures for the use of mobile phones. When using the school grounds staff take the first aid box, mobile phone and register with emergency contact details. All staff and the chair of the committee are trained in safeguarding children and have a thorough knowledge of procedures. All staff have attended first aid and food hygiene training, to protect children's health. Highly effective risk assessments are carried out daily and records are maintained of any identified hazards and the actions taken to minimise them. This fully promotes children's safety in the pre-school. Robust recruitment procedures help to ensure only suitable personnel are employed.

The superb deployment of resources in the available space, enables children to make independent choices. Staff work directly with the children in all areas, allowing free flow between the inside and outside learning environments. A covered decking area enables children to explore sand, water, soil and paint, regardless of the weather. The two managers work extremely well together and have dedicated responsibilities. There are regular visitors to the pre-school who support children's awareness of their own community and the wider world.

The excellent partnership with parents is confirmed by their eager comments on how their children are developing, gaining confidence and being supported. Excellent information is exchanged to promote children's welfare and learning. Very good discussions enable key workers to support children in settling-in according to their individual needs. Good links have been formed with the toddler group, school, holiday clubs and family support. Most partnerships with other providers have had a significant impact on providing consistent care and learning, although one partnership has yet to be established. The key worker and additional provider, sharing care of children, complete transitional forms together in order to provide a cohesive summary of their development.

Both managers observe and monitor the quality of the provision. Good systems of self-evaluation accurately identify the pre-school's strengths and most areas for development, which will bring about improvements in outcomes for children. All staff hold relevant qualifications and have good opportunities to continue to update their knowledge. Parents have good opportunities to make suggestions and contribute their opinions. Very positive feedback from the 'male relative day' has resulted in another day being organised for dads, granddads and uncles to attend the pre-school. Children's interests and ideas are used in planning the environment and activities. All policies and procedures are regularly updated and meetings are held to review individual policies such as special educational needs and inclusion.

This ensures all children are supported in reaching their potential.

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

Children are very confident and settled in the pre-school environment. Staff provide good interaction, making eye-contact and showing children that they are listening to them. Excellent access to resources enables children to develop their imagination in using them in a range of ways. For example, children use a large box to take it in turns to hide inside, while others pretend to turn the handle for them to jump out as a Jack-in-the-Box. Staff link books to activities which sparks children's imagination in recreating their own visual interpretation. Throughout activities and games staff encourage the children to make observations, use numbers and counting, and be confident communicators. Good systems are in place to observe children's development, identify their next steps in learning and include parents' contributions. However, due to changes in the system and staffing there are some inconsistencies in the way records are maintained.

Children develop very high self-esteem as staff show genuine interest in their conversations about their home life. Staff are excellent role models, and through praise and encouragement children develop pride in their achievements. Through the daily routine of welcoming each other they learn each other's names and use some sign language. Children are extremely well-behaved and minor arguments are resolved by members of staff engaging the children in thinking of solutions. For example, two children who want the same bicycle use an egg timer to share its use. Children build excellent relationships and learn from each other. For example, a more able child draws a roadway on the playground for children to cycle around. It includes roundabouts, zebra crossings and traffic lights. A younger child asks them how to draw an arrow, and together they add arrows to show which direction the children should cycle.

Children develop excellent practices which promote a safe and healthy lifestyle. They help themselves to tissues to wipe their nose and then put them in the bin. They have daily opportunities to use large climbing equipment and take part in exercise routines. Children gain excellent independence and awareness of healthy eating when having a snack. They choose when to have their snack, pour their own drinks, butter their crackers and cut their fruit. Children sing songs about washing their hands thoroughly and consequently always wash their hands before eating and after using the toilet. Children comment on needing to wear a helmet and pads to go on a skateboard. Through visual prompts children confidently talk about the rules, for example not running inside. They contribute their own suggestions, such as sharing, using please and thank you, and being kind to each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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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