

# Paperchain Pre-School

Inspection report for early years provision

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EY361525

**Inspection date**

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**Inspector**

Karen Molloy

**Setting address**

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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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## **Description of the setting**

Paperchain Pre-School is owned and managed privately. It opened in 2007 and operates from two rooms in St Peters Parish Centre in London Colney, Hertfordshire. The pre-school is open on Monday, Tuesday, Thursday and Friday from 9.30am to 12pm and a lunch club runs until 12.45pm. The pre-school is open 9.30am to 12pm on a Wednesday during school term times only. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early years Register. A maximum of 40 children may attend the group at any one time. There are currently 40 children in the early years age group on roll. Children come from the local area. The pre-school supports children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The group employs 11 staff, of whom eight hold appropriate early years qualifications. Two members of staff are working towards an early years qualification. The setting is currently undertaking the Hertfordshire Quality Standards scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Paperchain Pre-school provides a warm, welcoming and inclusive environment for children. The pre-school is committed to ensuring every child feels safe and secure which provides a firm basis for children to make good progress in their learning and development. Staff develop exceptionally good partnerships between parents and others so that children's needs are effectively met. Children are valued and acknowledged as individuals because staff develop close and nurturing relationships with them. The leadership and management of the setting is a key strength; effective monitoring and evaluation of the provision enables staff to identify areas for improvement.

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

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

- gather more in-depth information about children's starting points on entry into the pre-school so that children are sufficiently challenged and the good progress they make can be clearly demonstrated
- develop children's increasing independence in selecting and carrying out tasks and activities.

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

Staff are fully aware of their responsibilities to safeguard children and the procedures to follow should they have concerns about a child in their care. All staff have received training in this area and photographs of the designated safeguarding staff are clearly displayed, with information to users about how to share any concerns. A clear safeguarding policy is in place and accessible to parents. Recruitment procedures are secure and all staff have undergone the necessary checks to ensure their suitability. Guidance for volunteers and visitors at the pre-school clearly outlines the expectations in relation to safeguarding, confidentiality, the use of mobile phones and managing behaviour. This ensures everyone is working together to fully support children and protect their well-being. Written risk assessments are of good quality and effective in identifying and minimising potential risks to children. A wealth of policies and procedures underpin the good practice at the setting and these are fully understood and implemented well by all staff. All these factors contribute to the setting safeguarding children effectively and ensuring they are kept safe from harm.

The pre-school is bright, welcoming and safe. Although staff have to pack away all the toys and equipment each day, they do an excellent job in ensuring that space and resources are organised well to support children's learning. There is easy access to some toys and resources, arranged at a low level to encourage independent play and children to make choices. Children are able to move freely between the indoors and outdoor courtyard, where they benefit from regular fresh air and exercise and various outdoor activities. The provision is very well organised and staff are effectively deployed so children are safe and supervised at all times.

The committed and enthusiastic staff team, manager and proprietor strive to develop and improve the provision. They are well qualified and work well together. Staff share the same vision, which is to continue to provide good quality care and education for the children they care for. They consistently update their learning and skills through ongoing training and development. Regular team meetings ensure that everyone keeps up-to-date with changes and any good practice is shared. Managers carry out annual appraisals and monitor practice, whilst peer observations have been identified as an area for development. In addition, a staff rota ensures everyone participates in various roles; thereby learning different skills, such as the administration or organising the story and singing session. There is a positive approach to self-evaluation and effective procedures are in place to support the continuous review and development of the provision.

Staff work exceptionally well in partnership with parents and carers to promote children's learning, development and welfare. They have established many ways to successfully gather and share information to meet children's individual needs. A well presented information pack ensures parents are familiar with the settings policies, details the Early Years Foundation Stage and informs them how they can become involved in the pre-school. Excellent settling in procedures that are sensitive and thorough helps to ensure the transition between home and pre-school is as smooth as possible. A settling in form details how children are settling

in and this is reviewed after five sessions; the discussion with parents is noted and the next step identified. Clear information about each child's key person is given to parents so they know who and what this means to them. Parents input is highly valued and their views sought through questionnaires and a suggestion box. Feedback is used to raise standards and ensure continuous improvement of the setting. Parents speak highly of the setting, the staff and the safe and enjoyable environment.

Staff promote inclusive practice well. Parents complete a 'parent/carer voice' form to share information about their child when they first start and later in the year, which feeds into their child's Learning Journey and enables staff to identify and meet individual needs. Clear systems are in place to work closely with parents and any outside agencies in order to fully support children's additional needs. These are included in the planning and staff use visual aids and laminates, such as pictorial timetable, to support children who have English as an additional language. They also use parents as a valuable resource to translate newsletters into other languages, thereby ensuring an inclusive service. Staff are committed to working in partnership with others and take a pro active role in establishing effective working relationships. Links are emerging with local providers such as the Children's Centre and local schools and staff regularly seek support and advice from local authority advisors and other professionals to meet the needs of the setting.

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

Children are happy and settled in the pre school. They leave their parents confidently and settle quickly to activities. A good range of age-appropriate activities and experiences are offered to children, both planned and child initiated. This ensures children are actively engaged in their learning. Staff are enthusiastic in their approach to children and support their learning well. They ask challenging questions to develop their thinking and in turn, children are confident in their approach to the staff. Observation, planning and assessment arrangements are well established and children make sound progress in their learning and development. Each child has a 'Learning Journey' which contains regular observations and reviews of children's progress. When children start, information is gathered about their routines, interests and needs. However, there is no specific information gathered about children's starting points in relation to their learning and development to aid assessment and to demonstrate the good progress they make from entry.

Children's independence is generally encouraged well as they confidently make their own play choices. Staff have initiated a new idea of enabling children to take turns to choose a piece of equipment from the resources cupboard to provide further choice, as not all the play materials are able to be easily accessible. Snack time has been developed to provide a snack bar for a limited time, although this is still managed mostly by staff. Further development will enable children to prepare their own snack, help themselves to a drink and generally increase their independence. Children develop good personal and social skills; they take it in

turns to push each other on the trucks and play cooperatively as they gather together to play ring-a-roses outside. 'Show and tell' gives children an opportunity to develop their confidence as speak up in a group and explain what they have brought, showing great enthusiasm as they proudly show their helicopter. Children begin to develop a sense of the wider community as they enjoy visits from a variety of community people including the police, fire brigade and guide dogs for the blind.

Children's creative development is fostered, for example, they play imaginatively in the cafe, hospital or home corner and take great delight in using the variety of musical instruments provided. Children spend time constructing with magnetic sticks and are well supported by staff who are on hand to support and guide them. Children's communication, language and literacy is promoted and they are beginning to learn that text carries meaning as they recognise their names on their pegs and find their name on arrival at the pre-school. Although circle time is a large group, children are generally engaged and listen well. They are confident to participate as they practise the letter and sound of the week and become familiar with the days of the week and discuss the weather. They listen well to the story of 'The Three Pigs' and join in enthusiastically as the member of staff uses puppets to bring the story alive.

Children's welfare needs are given close attention. Children enjoy very warm and trusting relationships with staff who know them well and their emotional needs are well supported. They learn about possible dangers and how to keep themselves safe through routines such as fire evacuation procedures. This is supported by visits from the fire service. Children's good health is promoted; physical play and exercise is an integral part of the weekly routines and develops children's gross motor skills. Children bring their own packed lunch although the setting provides a varied range of healthy snacks. Children learn the importance of good personal hygiene habits, such as covering their mouth when they cough. They follow routines well, such as washing their hands before food and after engaging in messy play. A new mobile hand washing unit has enabled children to be do this independently now.

Children's behaviour is good because staff set clear boundaries and have high expectations for all children in the pre-school. Staff use some very effective strategies such as the SMILE rules which children are familiar with. During group activities they learn to share, take turns and respect the needs of their peers, supporting the development of skills they will need for the future. Stickers and a Paperchain 'star award' is given to parents outlining why their child is a superstar! An illustrated set of coloured coded faces are shown to children such as a red sad face to indicate if their behaviour is positive or not. Children also have opportunities to develop a sense of responsibility, for example, at tidy up time they are given lanyards with an illustrated 'job' they have to complete. Consequently, children develop confidence and good self esteem.

## 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	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	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	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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