

Edna Thornton Pre-School

Inspection report for early years provision

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Inspection date	06/06/2011
Inspector	Shirley Wilkes
Setting address	Church Hall, Vicarage Road, Tean, Stoke-on-Trent, Staffordshire, ST10 4LE
Telephone number	07989198078
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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

Edna Thornton Pre-School opened in 1991. It operates from one room within The Church Hall in the village of Upper Tean. There is an outdoor play area available. The pre-school serves the local and surrounding areas.

The setting is registered to care for up to 20 children aged under five years. There are currently 24 children from two to four years on roll. The pre-school opens Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 9am until noon. A lunch club runs from noon to 1pm every session. Children are able to attend a variety of sessions.

There are four members of staff who work with the children. Three members of staff are qualified to level 3 and one member of staff is qualified to level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals because the staff gather useful information on children's individual needs. This promotes inclusion and supports their learning and development. Documentation is well maintained and all relevant policies and procedures are suitably implemented in practice. Children's individual needs are met well as staff are proactive in ensuring they have a good knowledge of the individual needs of the children in their care and strong relationships with parents and others support this effectively. The management and staff demonstrate a positive attitude and good commitment towards sustained and continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained in the setting. Good priority is given to safeguarding children because all staff are aware of possible signs and symptoms of abuse. They have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Procedures for the recruitment and vetting of staff are in place, together with the effective procedures for the induction of new staff. The manager and staff have a good understanding of health and safety issues and have written policies and

procedures in place. Written fire procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Annual risk assessments are completed and daily checklist is completed.

Staff use the available space well. Children are able to access a variety of activities and resources that create a welcoming, child friendly environment. Children are able to choose from the resources and activities set out prior to their arrival and are able to request further resources.

A key person system is in place which helps the communication between parents and enables close bonds to form with children. Parents contribute to documentation which includes relevant information to enable staff to care for children according to individual needs and in line with parents' wishes. Parents receive good information about the setting through regular newsletters and information displayed on the noticeboard. Staff make themselves available to feed back to parents each day and encourage them to use the 'wow moments' tree to share their children's achievements at home and thus enhance their learning at the setting. Staff recognise the importance of working with other professionals and have made appropriate links with the nearby school that many children may attend and also with settings children attend. As a result, there is continuity of care and learning and a smooth transition as children move on in their education.

Regular staff meetings and frequent opportunities for staff development and training ensure that all keep up-to-date with changes. The management team and staff have undertaken some informal self-evaluation of the setting and have a good understanding of their strengths and areas for improvement. Recommendations made at the last inspection have been implemented. This demonstrates a commitment to improving their practice and a clear vision for the future to maintain continuous improvement. However, evaluation of the setting has yet to be sought from parents to ensure the setting is appraised from a different perspective.

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

Children benefit from a welcoming environment where staff are friendly, caring and spend quality time interacting and supporting them as they play. They develop a sense of belonging as they self-register, collecting their name cards in the foyer on arrival. They make good friends. They chat whilst they play and they are encouraged to play together and learn about right and wrong. They develop their independence as they choose what they play with and readily seek further resources to enhance their play.

Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. Information of children's starting points and ongoing observations enable staff to plan activities which take account of children's interests and their individual learning needs. This method is generally effective and, as a result, children make

good progress.

Simple mathematical and scientific concepts are introduced during their everyday play and routines, for example, counting the children at circle time. Children develop the hand control needed for later writing as they use a range of tools in art and craft activities. Children are able to freely access writing materials from the wheeled storage box, enabling them to incorporate writing skills throughout their play. Their language skills are developing as staff engage in play with the children and take time to listen to them during circle time and during their play. Routines such as taking care of their own personal hygiene help develop their independence. All children take responsibility for tidying up and delight in being helper of the day at snack time. Behaviour is good in the setting. Children begin to understand the need to share and take turns, appropriately supported by staff.

Children learn about a variety of cultural festivals and special events such as Diwali, Bonfire night, Christmas and the Chinese New Year, creating artwork and looking at books. Children have regular opportunity to play outdoors during the session for fresh air and exercise children also take part in physical play indoors, for example, when using the climbing frame and slide.

Children are encouraged to follow effective hygiene routines such as hand cleansing before snacks and the use of paper towels and liquid soap to wash hands after using the toilet. The setting promotes healthy eating and a variety of healthy snacks are provided such as, fruit and crackers.

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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