

# Feniscowles Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	301689
<b>Inspection date</b>	20/06/2011
<b>Inspector</b>	Lisa Patterson

<b>Setting address</b>	Feniscowles Methodist Church, Preston Old Road, Blackburn, Lancashire, BB2 5ER
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<b>Email</b>	
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<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

Feniscowles Pre-School is committee run and has been registered since 1967. Children have access to the large hall and smaller group room within the church, with kitchen and toilet facilities also available. There is an enclosed outdoor play area. It is open each weekday from 9am until 12pm during term time only.

The pre-school is registered on the Early Years Register. A maximum of 25 children may attend the pre-school at any one time. There are currently 28 children aged from two to under five years on roll, some in part-time places. The pre-school supports children with special educational needs and/or disabilities.

There are five members of staff, all of whom hold early years qualifications to level 3. The pre-school provides funded nursery education places for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a sufficiently well-developed knowledge of each child's needs. This is adequately used to promote their welfare and learning. Next steps for learning are not always fully used in planned activities and incidental learning opportunities are not fully utilised. Children are safe and secure, however, written records of risk assessment have not been updated annually. Documentation does not always contain all required information. Parents enjoy friendly relationships with the setting, however, links with other settings providing the Early Years Foundation Stage have not been established. The setting has identified areas for development in order to develop further.

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

To meet the specific requirements of the EYFS, the registered person must:

- update records of children's details to include the names and addresses of every parent and carer who is known to the provider, which of these parents or carers the child normally lives with and who has legal contact or parental responsibility for the child (Documentation) 05/09/2011
- review the record of risk assessments regularly, at least once a year or more often where the need arises (Suitable premises, environment and equipment). 05/09/2011

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

- recognise the value of continuous quality improvement and how it impacts on children's achievement through, for example, using the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review, assessing what the setting offers against robust and challenging criteria
- use observations and assessments more effectively in identifying learning priorities in order to plan relevant, motivating learning experiences for each child's specific needs and share such information with others to ensure continuity and coherence
- develop children's understanding in numeracy and literacy by using their early experiences in routine activities and the environment as the basis for learning.

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

Children are sufficiently well safeguarded because staff have a reasonable understanding of safeguarding issues and the setting's safeguarding policy. Required policies and procedures are in place and understood by staff. Children are safe in the setting and staff are vigilant in assessing risk daily before their arrival. The record of the full risk assessment has not been reviewed within 12 months, which is a breach of requirements. The setting operates a robust staff recruitment process. Required documentation is in order, however, children's individual details do not include all required details, such as names and addresses of every parent and carer known to the provider, with whom the child lives and any legal contact or parental responsibility arrangements. This is a breach of requirements.

The setting has been operating for many years and the staff team are very close. They work well together and are open to new ideas. They attend some training when this is available and value the input from the local authority in driving the setting forward. At present there are no systems for formally monitoring the success of the setting though there are some identified areas for development. As a result, the setting shows a commitment to further development.

Prior to the children arriving, the main hall is transformed from a bare room into an attractive play space. Resources are attractively displayed to provide independent access. Adequate use is made of the limited display space to provide stimulation in line with the topics. Interactive displays, such as caterpillars and the butterfly house, are, however, well out of children's reach and are not always effectively used to promote learning. Staff are well deployed in the main. Opportunities to extend children's understanding in literacy and numeracy are not always fully utilised, such as during snack time or through including more language and number in the displays.

Parents enjoy close relationships with a staff team who offer continuity of care. They value the familiar faces as they bring younger siblings to the setting. They share information to provide the basis for their child's learning journey and to ensure their individual needs can be met. They receive sufficient information prior to their child attending and regular parents evenings and open days keep them

informed about their child's development. The setting have good links with other agencies involved with the children and use these to support their individual needs. Partnerships with other settings providing the Early Years Foundation Stage have not been established, therefore continuity between settings is not supported.

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

Children are happy and contented in the setting. They leave their parents and carers with confidence and participate fully in the routine activities. There are high standards of behaviour and children, on the whole, are polite and kind to their friends and staff. Manners are encouraged during snack time and children share the resources kindly, waiting their turn with support from staff where necessary. They feel safe in the setting and have a strong sense of belonging. Staff value their opinions and gather information about their favourite activities. Transitions between rooms and the outdoor area are well managed, and children learn to carry chairs safely, pointing the legs downwards. Children are encouraged to be healthy through daily play times in the outdoor area, during which they use trikes and bikes and have time to be active on the slide. They thoroughly enjoy their snack time and enjoy a wide variety of nutritious snacks, including crackers and cream cheese, with milk or water to drink. A social atmosphere is created as they sit together talking about their morning so far. Hand washing is monitored by staff to minimise the risk of cross-infection.

Staff monitor children's development across all areas of learning through learning journeys. Tentative starting points are identified in the first term through discussion with parents and observations in the setting. Progression towards the early learning goals is monitored through the local authority pre-school profile. Staff have sufficient knowledge of their children's individual needs and use this in their interactions. Planned activities, however, do not always show how individual next steps are being supported.

Children are developing reasonably well. They confidently put on their own coats when accessing the outdoors and make many choices about activities. Their independence is not fully encouraged, however, during daily activities, such as snack time. Many are able to recognise their own names during activities though the name card display is not well used to further develop this. They listen attentively to stories, joining in with repeated phrases, and handle books carefully in the outdoor area. There are various opportunities for children to make marks with a range of implements including paints, water and chalks. Children excitedly talk about the person they have drawn. There is a dedicated numeracy area, complete with low-level interactive displays, and this is used well by children. During some routine activities, children are encouraged to count and many recognise numerals to five. They measure and make patterns in the outdoor area.

Children develop an understanding of the world through taking part in activities about different cultures. There are sufficient resources portraying positive images and staff bring festivals from around the world to life through planned activities. Children, for example, dress up as a Chinese dragon as part of a topic about

Chinese New Year. A computer table is available during every session, though few children choose to use it. There are other push button toys available, through which children learn about cause and effect. Children are creative on a daily basis and the floor near the entrance at the end of the session is filled with their masterpieces to take home. They enjoy acting out different roles, offering staff cups of tea and cakes from their play cafe or wearing the dressing up clothes.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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