

# Postman Pat Pre-School

Inspection report for early years provision

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**Unique reference number**

EY419505

**Inspection date**

06/07/2011

**Inspector**

Marie Thompson

**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*.

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

Postman Pat Pre-school opened in 2011. It is located in Turlin Moor Community School and serves the local community. The pre-school is managed by a voluntary committee. It provides funded early education for children aged two, three and four years. The pre-school has sole use of two designated rooms and ready access to an outdoor play area. Children also have access to the community room and school hall. The pre-school opens for five weekdays a week during school terms, with sessions running between 9am to 3pm.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children between two and under eight years may attend the pre-school at any one time. There are currently 16 children aged from two to under five years on roll. The pre-school welcomes children with special educational needs and those who have English as an additional language. The pre-school has five staff, all of whom hold appropriate early years qualifications to at least level 3 and above. The pre-school receives support from the local authority.

The setting will be temporarily closing on Thursdays and will inform Ofsted when it will re-open on these days.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a very welcoming, inclusive environment where children are happy, secure, and their sense of belonging is promoted well. The well-qualified, dedicated staff team develop a positive understanding of the Early Years Foundation Stage. As a result, the welfare, learning and developmental needs of children are successfully met to support the good progress they make. Procedures for self-evaluation are developing further and staff are positively committed to the continuous improvement of the setting to promote better outcomes for children. The partnership with parents and others is good and ensures that all adults work together to support and meet children's individual needs.

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

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

- develop further the use of self-evaluation to include the views of all service users as an evaluation of areas for future development
- develop more challenging activities to enhance children's physical development

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

All staff have a very comprehensive knowledge of safeguarding and child protection, and attend training regularly. They fully implement policies and procedures to ensure children's safety and are always extremely vigilant. Policies are discussed and amended routinely. Suitable procedures for self-evaluation are developing and staff are positively committed to the continuous improvement of the setting to promote better outcomes for children. However, the views of all parents/carers and children have not yet been fully included in this process. There are robust recruitment and vetting procedures in place so that all adults who have contact with the children are suitable to do so. Security within the pre-school is very good, because doors are locked and children are carefully supervised. Risk assessments are very thorough and carried out regularly to reduce the risk of accidents. Through practice, children have developed a very good understanding of safety issues and minimising hazards. For example, they remind staff that the floor needs to be swept after lunch, and help to do this using the dust pan and brush from the cleaning station. Children carry out their own risk assessments of the setting. Even the youngest children know and practice self-care routines. Good routines, such as hand washing before meals, ensures children develop a positive understanding of personal hygiene, and children know they do this to get rid of germs. They are also involved in regular emergency evacuation procedures which offer them very good opportunities to keep themselves safe in an emergency. Visitors such as the firemen further extend their understanding, as they share their roles and practical experiences. Staff provide many opportunities for children to develop their independence, for example, by pouring their own drinks and preparing the snack for the group. Staff actively promote equality and diversity and work very hard to ensure all children are fully integrated into activities. They work extremely well together and enhance their qualifications and expertise through training opportunities.

The manager and the professional staff team provide an environment which is not only welcoming to children but encourages children to explore the interesting and exciting activities on offer. Staff and children take great pride in their setting. Staff have a great deal of imagination and skill when considering changes to the play areas and the wide range of excellent, very good quality toys, resulting in the superb deployment of resources in the setting. This provides children with a stimulating environment with easy access to toys and resources throughout the session enabling them to choose those activities which interest them most. The rooms have designated activity areas for role play and messy play. All posters and written learning aids are displayed at children's height.

Partnerships with parents and others are good, with meaningful information shared with parents about how they can extend children's learning at home. Information about the organisation of the setting is displayed on the notice boards. There are opportunities for parents to talk about their children's progress on a regular basis. Parents' comments are very positive about the setting, and they remark on the

professionalism and friendliness of staff. They understand the good progress their children are making and how the setting is supporting this. Regular updates about children's learning are given to ensure parents are informed. The pre-school has good links with the Children's Centre adjacent to the setting, and children visit on a regular basis to play with the different toys at the centre. The pre-school also has good links with Langside School, which is attended by children with special educational needs. Children from the school visit the pre-school and all of the children benefit from the social interaction and formation of new friendships.

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

Children eagerly enter the welcoming, friendly environment, where they are happy, secure and greeted warmly. Their sense of belonging is actively promoted through the provision of labelled drawers and the effective displays of their artwork. The dedicated staff team work together well to complement the delivery of many worthwhile learning experiences. Staff interact positively and adapt activities where necessary, taking into account children's individual needs. As a result, children have fun and are challenged in their learning. The long and short term planning of activities ensures a good balance of adult-led and child-initiated opportunities. The excellent deployment of resources contributes to the well-organised setting and enables children to make decisions about their play and to become independent learners. Each child's learning journey contains spontaneous as well as focused, purposeful observations. The summary of the children's developmental progress across each area of learning is clearly linked to the observations. Key persons complete, and monitor the good progress children make. Entries reflect the children's next steps in learning and are clearly used to inform the planning.

Children achieve very well in all areas of learning because activities are well-planned and organised. Staff encourage the children to choose what they want to do and there are exciting topics as a focus base for activities and learning, for example, the current topic is the farm. As part of this topic the children made a big tractor out of empty boxes and painted it red. This provided a great stimulus for their imaginative play. They have also learnt about farm animals and painted their favourite things about farms on the pre-school windows. Children rise to the challenge of completing puzzles, sorting and matching pieces according to colour with support, and express their delight once this is achieved. Children are introduced to basic technology as they use resources such as the computer, calculators and programmable toys. They use their imagination well, as they dress up using the range of clothes available and explore the home corner and small world items with friends. Children are very keen to participate in a good range of interesting activities. They develop very good creative skills and enjoy exploring many textures during 'messy play'. They have lots of fun gathering the shaving foam in their hands and seeing what happens when they blow it. Children show sheer delight at playing with the sawdust. They spoon it into cups and sprinkle it onto the floor to see what it looks like. Children learn about how plants grow by growing vegetables in pots. The children help to care for 'Pickle' and 'Fudge', the

pre-school guinea pigs, by checking their water bottle is full and that they have plenty of food, as well as learning about the guinea pigs' environment and giving them lots of cuddles. Barnaby bear, the pre-school mascot, regularly goes home with the children along with his rucksack and diary. On returning to the pre-school the children are encouraged to talk about the adventures they have shared, which promotes their self-esteem and encourages their communication and language development.

The children enjoy daily outdoor play in the garden where they are able to enjoy ride-on toys and parachute games. However, the activities in this area are not always challenging enough to fully enhance children's physical development. Staff provide positive role models for children to encourage their manners, and they use positive techniques for the effective management of their behaviour. For example, they very regularly praise children, and allocate stickers and certificates in recognition of their achievements, which fosters the development of their self-esteem and confidence. Children behave well and are kind, thoughtful and considerate towards one another. They share their toys very well and help with the tidying-up routine. Overall, children are prepared very well for their future learning experiences.

## 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	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

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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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## **Annex B: the Childcare Register**

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

Met