

The Glebe Pre School

Inspection report for early years provision

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| Unique reference number | 218259 |
| Inspection date | 20/07/2011 |
| Inspector | Susan Rogers |

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| Setting address | Stanton Road, Stapenhill, Burton-on-Trent, Staffordshire, DE15 9RR |
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Glebe Pre School registered in 1992 and is committee-run. It operates from one large upstairs room in a church building in Stapenhill, Burton-on-Trent. The setting is accessed by climbing two flights of stairs. The setting serves the local area.

The setting is open Monday to Friday during the school term. Sessions are from 9.15am until 12.15pm, with a lunch club that operates from 12.15pm until 1.15pm Monday to Thursday. Children attend for a variety of sessions. A maximum of 24 children aged between two and five years may attend at any one time. Currently there are 34 children on roll, all of whom are in the early years age group, with some receiving funding for early education places. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are three members of staff who work with the children. Of these, two hold a National Vocational Qualification (NVQ) at Level 5 and one holds a NVQ at Level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and enjoy their learning at this popular, well-attended setting. There are effective strategies in place to ensure that children are fully included through the partnerships that have been established with additional agencies. Most of the policies, procedures and documentation are effective in protecting children's welfare. Partnerships with parents are successful as they regularly help in the setting and feel included in their child's education. The premises are effectively used to provide a range of learning opportunities for all children. The system for measuring the effectiveness is embedded and regularly updated, demonstrating that the setting has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve the record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding). 19/08/2011

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

- provide further opportunities for children to pour their own drinks and serve their own food
- provide opportunities for parents to review their children's progress regularly and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff have a good knowledge and understanding of child protection issues and are able to promptly respond to any concerns they may have about a child in their care. Parents are informed of staff responsibilities and assured that the setting would act in a child's best interest. Staff recruitment and selection processes are comprehensive and ensure that staff are suitable for their role. Newly appointed staff are provided with an induction and, through this, they understand the policies and procedures. Staff's professional development is monitored and supported through regular appraisals. Staff are encouraged to attend relevant training opportunities which maintain their ongoing suitability.

Staff supervise children's play well, supporting their activities and providing a safe environment. Although the risk assessments include check lists of equipment and the premises, the record of the risk assessment does not state who carried it out, which is a requirement.

A measurement of the setting's effectiveness is ongoing and includes contributions from children and parents. Children who have special educational needs and/or learning disabilities have care that closely matches their needs as the setting consults with additional agencies. This ensures that staff's skills and knowledge are updated. Effective use is made of the spacious first floor premises, with children using the ground floor outdoor area during many of the sessions. The available space provides for a wide range of learning experiences that include a reading area and home corner. Activities and resources meet the learning needs of the ages of children who attend and contribute well towards their overall development.

Staff meet with parents on a daily basis as they collect and drop off their child, promoting effective relationships. Parents stay with their child when they commence at the setting, ensuring they settle and feel confident and promoting their feelings of safety. A regular parent volunteer rota is managed well and enables parents to stay for individual sessions and help support children's learning. Although parents have access to their child's learning journey during reviews, these are not always available and, therefore limit opportunities for them to contribute to their child's learning and development record.

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

Children enjoy their activities at this setting as they are supported by dedicated and caring staff. The well-documented learning journeys are individual to each

child. These include photographs of children's activities and match their developmental stages to each area of learning. From this, staff plan children's next stages in their development. Children review some of their activities as these are displayed throughout the session on a computer screen. There is good staff support for children during both structured and children's own choice of activities. They are skilled at listening to children's needs and ensure there is a balance of adult-led and child-led activities. Children learn about the needs of others as they access resources and images that give positive representation of other cultures.

Children's behave well as staff are good role models and offer explanations. They are supportive of each other, with older children being kind and considerate towards younger children. They take responsibility for tidying away resources when the session has ended and respond well to organised activities. Imaginary play is shared by children as they convert the home corner into a fruit shop and decide how much to charge as they sell to their customers. Their language skills are developing well as they chat to their friends and explain aspects of their play to each other. They are recognising their own names as these are collected by children as they arrive at the setting.

Snack and lunch times are used effectively for children to enjoy a positive social experience. Here they discuss healthy eating habits and the foods that they enjoy. They have sufficient amounts to drink throughout the session as drinking water is always available. There are, however, limited opportunities for children to develop their independence as they do not pour their own drinks or help to serve their food. They learn about the world around them as they visit the local park and recycle paper. Visitors to the setting, including a fire officer and police officer, raise children's awareness of people who help us.

The programme for developing children's problem solving skills is very good. They are encouraged to use their number skills throughout their activities and make sense of adding to and taking away from a number. They construct large structures with bread crates, using the shapes they create as part of their imaginary play scenarios. Circle times are used frequently for children to share their experiences and learning opportunities. Children enjoy a range of traditional nursery songs and confidently sing together as they keep a beat.

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

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| 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

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| 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

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| 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

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| 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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Annex B: the Childcare Register

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| 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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