

Paston Fundays Pre-School

Inspection report for early years provision

Unique reference number 404999
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Inspector Judith Rayner

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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

Paston Fundays is one of four pre-schools run by Family Action. It opened in 2001 and operates from the hall of Honey Hill family centre. It is situated in the Paston district of Peterborough. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 8.45am to 11.45am and from 12 noon to 3pm during term-time only. There is a lunch club which is optional for children to stay. All children have access to several secure, enclosed, outdoor play areas.

There are currently 26 children aged from two to under five years on roll. Of these, 21 children receive funding for nursery education. Children attend from the local community. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre-school employs seven staff. All staff hold an appropriate early years qualification, including the manager. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make excellent progress in their learning and development because staff provide a wonderful range of activities and experiences that enable all children to independently explore and enhance their all-round development. Children's individual needs are met well because of the mostly good partnership systems and the use of resources in place between parents and others involved in their care and learning of children. The setting demonstrates a positive approach to self-evaluation, thus ensuring a good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- review some aspects of the systems and resources in place to support children with English as an additional language
- review some aspects of the systems in place which track children's development and progress and share these with parents on a more regular basis.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their roles and responsibilities in protecting children and are familiar with the procedures to take should they have any concerns regarding a child in their care. A clearly written policy is in place,

highlighting to parents and carers the responsibilities of the staff regarding protecting children. Good supervision of children when inside, outdoors and when on outings ensures that children are safe. Risk assessments undertaken every day by staff ensure all hazards are identified and minimised. This is further supported by effective strategies, such as, using electrical socket covers, the monitoring of the main door where children are cared for and the checking of identity of all visitors before they enter the premises. Robust recruitment, selection and induction procedures are in place supported by regular supervision of staff, enabling senior managers to monitor the suitability of staff working directly with children. As a result, children are effectively safeguarded and happily play and explore in a safe environment.

The organisation of the setting supports children well. An effective key person is in place and the staff know their children well and support them effectively in mostly enhancing their all-round needs. However, some aspects of the system used to deploy resources to support children who have English as an additional language is not as robust. Records, policies and procedures are accurately recorded and well maintained, highlighting the service that is offered and how children are cared for. The setting works hard to build links within the community and helps children learn about where they live, such as, visiting the local market and shops to buy fruit for their snacks. Children also learn about the wider world and acknowledge various religious and cultural festivals throughout the year. This is further supported by the accessibility of resources, such as, books, food tasting activities, dressing up and small world figures that positively promote diversity. Staff skilfully adapt activities to support a range of children's abilities, needs and interests. This ensures all children are treated with equal concern and respect.

There are good systems in place to link with others involved in the care of the children, utilising extended services within the centre, such as speech therapists. Staff understand the importance of working effectively with parents from the outset to ensure children's needs are identified and plans have been put in place to offer on going support. This is achieved through sharing information in a variety of ways, such as, notice boards, daily discussions and the display and accessibility of written policies and procedures. Information is shared with parents about how their child is progressing, although, some aspects of the system used for more formal meetings does not always keep parents regularly informed and up-to-date regarding how their child is tracked in their learning and development.

The setting works hard to continually improve the service that is offered. A good system for self-evaluation ensures that all recommendations made at the last inspection have been successfully addressed and implemented. The manager is a good role model and is fully committed, along with the support networks within the organisation, to make continuous improvement. For example, continuing to improve the engagement with parents by organising a consultation day, providing an opportunity for parents to stay and play. Consultation with children through the use of photographs and discussions of what they enjoy playing with, support staff in making improvements built upon children's interests.

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

Staff create a wonderful and exciting environment where children engage, explore and show great curiosity in their play and learning. From the outset, staff find out as much information about the child as they can, to support them in settling in to the setting. Regular observations, discussions with parents and the recording of children's development highlights to staff what they need to do next to support individual children in their learning and development. Effectively implemented activities and resources draw children in to experiment and try new and challenging events that enhance and challenge their all-round development. There is an excellent balance of adult and child lead activities. Children make independent choices in their play, are curious and confident and they are very active learners. As a result, they make excellent progress in their learning and development.

The amazing outdoor area entices children to explore and investigate with enthusiasm and eagerness. The community garden presents an abundance of activities that raise children's awareness of the natural world. For example, wobbly bridges, a sand pit, dens, water troughs, digging utensils, logs, twigs and sticks. They also have access to a wild flower garden, wooden mobiles for children to make sounds on and the planting of fruit trees, vegetables and flowers. Children move around the area in small groups playing harmoniously and cooperatively in the dens. They manipulate sticks to poke in the sand and bang on the wooden mobiles creating a variety of sounds as they sing along to the rhythm they have created. They water plants and talk about healthy eating and growing and look for insects under rocks and stones. Some children sit in the sand and relax, feeling the sand cascade through their fingers, whilst others bury their feet or look for hidden treasure. Every child is absorbed in their play and are having great fun. Staff are an asset to supporting children. They use their excellent knowledge and skills to extend and enhance children's learning further through asking thought provoking questions, engage children in their critical thinking and seek out how mathematical problems can be solved, such as, designing a wall with wooden blocks. Children use their large muscle skills very well, riding trikes and scooters, confidently manoeuvring them around objects before collecting rubber rings and carefully placing them in a pile.

Children play harmoniously together and thoroughly enjoy the company of the staff team. They create a water slide from plastic guttering filling it with water and making sure the water slides down on to the ground so that anyone wishing to, can paddle in the puddles. Staff and children alike have great fun. Children's behaviour is very good, they are respectful of one another, are polite and courteous. Staff further promote this because they are very good role models, listening to children, interacting with them on the floor, at tables and in the sand pit. Lovely conversations are held, engaging children in using language, not just through discussions but reading stories and recognising that print has meaning in various languages which are displayed around the setting. Children understand the importance of keeping germs away and looking after their own personal health. They know to wash their hands before they have the healthy snack they have

chosen of apple, banana, cheese and crackers. Children learn about keeping themselves safe in the sun because they wear hats to keep themselves from being burnt. Children are also actively involved in emergency evacuation drills so they know what to do should they need to leave the premises quickly. Children visit the local community market and shops. They write out what they need for morning snack and prepare a receipt from mark making activities. They buy the food from the money that they have calculated in the setting before they go. Overall, children are developing very well the skills and attitudes which will stand them in excellent stead for future learning. This is because the staff are very skilful in utilising as many resources to support and enhance children's opportunities in the setting, the outdoor area and community.

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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