

Fulford Pre-School

Inspection report for early years provision

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Inspection date	10/10/2011
Inspector	Debra Davey
Setting address	Village Hall, Fulford Road, Fulford, STOKE-ON-TRENT, ST11 9QT
Telephone number	01782 393105
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Type of setting	Childcare - Non-Domestic

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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

Little Learners at Fulford Pre-school originally opened in 1983 and has been registered at its current premises since 2007. It operates from a village hall in Fulford. The pre-school serves the local and wider community. It is accessible to all children and there is a fully enclosed area for outdoor play.

The pre-school opens Monday to Friday term time only. The setting offers a breakfast club from 8am with the morning session starting from 9.30am to 12pm, a lunch club operating between 12pm and 1pm and an afternoon session starting from 1pm to 4pm. The setting also offers a holiday club, with sessions running Tuesdays, Wednesdays and Thursdays from 8am to 4pm. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the pre-school at any one time, all of whom, may be within the early years range. There are currently 43 children attending who are within the early years range. The pre-school provides funded early education to three and four-year-olds. It supports children with special educational needs and/ or disabilities and children who speak English as an additional language.

The pre-school employs ten members of childcare staff. Of these, seven hold appropriate childcare qualifications. The preschool receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Little Learners at Fulford Pre-school makes good provision for the needs of all children because staff know their individual abilities and interests and offer a wide range of interesting activities. Procedures and practices contribute towards the safety and welfare of the children in this welcoming setting. The indoor provision is well resourced, however, the outdoor area is not inspiring and does not reflect the appropriate areas of learning. Good partnerships with parents and close links with the local primary school promote good quality care and education and also contribute to the continuous self-evaluation.

What steps need to be taken to improve provision further?

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

- Ensure that there is a named practitioner for behaviour management issues
- develop the outdoor area to ensure that it has a positive impact on children's well-being and helps all aspects of children's development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent and demonstrate a good understanding of their roles and responsibilities. The management of children's behaviour is generally good. However, there is no named practitioner to coordinate behaviour management issues which may impact on children's welfare, learning and development. The identification of visitors is routinely checked as part of the settings efficient risk assessment procedures.

The pre-school is effectively led by the manager, supported by staff who are fully committed to providing quality learning experiences for the children. Regular staff meetings and positive partnerships with parents ensure that the evaluation of the provision is inclusive and purposeful. Staff work well as a team and are committed to improving outcomes for children. Systems to monitor and evaluate the preschool's strengths and areas for development are in place. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into pre-school life. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced. The setting has created very strong links with a local primary school and all reasonable steps are taken to support children and exchange information with other providers during transitions. For example, teachers are invited into the provision to observe children and staff visit other settings to ensure continuity of care and development, therefore, better outcomes for the children. The indoor environment is welcoming and provides good opportunities for children to make choices about their own learning and play. However, opportunities for children to access outdoor play and challenge across all six areas of learning is limited due to a lack of resources. High ratios of staff are successfully deployed to ensure that children are kept safe at all times.

Partnerships with parents, carers and other agencies are good. On induction, detailed information is obtained from parents which is used effectively to determine the children's needs. Staff dedicate time to getting to know children and their families. This is achieved through the effective implementation of the key person system and informal discussion each day. Consequently, meaningful relationships are embraced which ensure children settle well and feel secure. Parents access information regarding the group through the use of a parents' notice board and regular newsletters. Parents' comments during the inspection were positive. Comments include 'the staff are so friendly and my child is very happy here, there is always so much for her to do'.

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

The learning environment indoors is welcoming and child-friendly, with space for children to move around and explore. Children interact very positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals.

Adults fully understand when to intervene in a child's play, thus, enabling children to become independent learners and effective in their ability to solve problems. A child chuckles with delight as she solves how to put a nappy on a doll whilst gently supported by staff. The use of open questioning and modelling invites responses and encourages the introduction of new language. Adults encourage children to speak about the world in which they live. Conversations take place about where furniture should be placed in a dolls house, filling a car up with petrol at the petrol station and when we might see a snow plough.

Children are making good progress in relation to their starting points. Staff have a good knowledge of the learning and development requirements. Adults actively support children in their learning and development and create an appropriate learning environment so that children participate in purposeful play and exploration. Children make choices as to which activities they wish to access. A post office is provided in the role play area giving children opportunities to mark make and draw on their own experiences. A well-resourced information, communication and technology area encourages children to discover letter sounds and promotes their skills for the future by using a mouse effectively. Children enjoy relaxing in the quiet area to read a book with their peers. Differentiated adult focused activities give children the opportunity to learn about other cultures. Children concentrate and design their own headband whilst others thread a pasta necklace after looking at books about Egypt. Physical development is promoted as children crawl through tents and tunnels with their friends, chuckling and hiding. Children are confident and are happy to play independently seeking support when appropriate. They instigate conversations with each other and enjoy social times, for example, snack time where they discuss the fruit on offer.

Children understand how to evacuate the premises in an emergency and are reminded how to use equipment safely. They enjoy a range of healthy snacks and have access to water throughout the day ensuring that they remain hydrated. Effective hygiene procedures minimise the risk of cross infection. An example would be a poster in the toilet area which gives pictorial prompts to children on effective hand washing. Children understand the routine of the setting and respond quickly to clear away the toys when the 'tidy up' song is played. They are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating festivals throughout the year. Weekly visits to the local primary school to take part in a

gardening club and a library/computer club provides important links with the local community. Positive attitudes and approaches to new challenges and experiences demonstrate that the children are acquiring abilities and skills for the future.

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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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