

# Stickney Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	EY427299
<b>Inspection date</b>	12/10/2011
<b>Inspector</b>	Carly Mooney

<b>Setting address</b>	Stickney C of E Primary School, Main Road, Stickney, BOSTON, Lincolnshire, PE22 8AX
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<b>Type of setting</b>	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.

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**

Stickney Pre School was re-registered in 2011 but has been operating for many years. It operates from a purpose built mobile building in the grounds of Stickney Primary School, Stickney, Lincolnshire. The pre-school serves the local and surrounding areas. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend the pre-school at any one time, all of whom may be in the Early Years Foundation Stage. There are currently 29 children attending who are within the early years age group. The pre-school provides funded early education for two, three and four-year-olds. It supports children with special educational needs and/or disabilities.

The pre-school employs five members of child care staff. Of these, all hold appropriate early years qualifications. 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 are well provided for by caring and attentive staff who value each child as individuals. They make excellent progress in their learning and development through participating in a range of engaging activities and experiences which interest them. Clear skills in observing and assessing children's development are demonstrated through effective planning and progress records. Secure relationships with parents are in place which is effective in meeting children's individual needs. Staff identify clear targets for further development through their effective process of self-evaluation.

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

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

- review the recording of children's attendance with regard to children arriving late or collected before the end of the session
- implement an effective system to gather information from parents regarding children's starting points for learning.

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

Clear safeguarding systems are in place to protect children within the pre-school and staff attend regular training to ensure they are up-to-date with the most recent information. Robust systems are in place to ensure that all staff who work with children are suitable to do so. A clear induction programme ensures staff are familiar with all policies and procedures and effectively implement them into the day to day running of the setting. A suitable record of risk assessments are maintained to ensure children can play in a safe and secure environment. Staff are deployed very effectively in all areas and work closely as a team to provide excellent supervision of children both inside and out. Documentation is well maintained with the exception of the daily register, which does not clearly record arrival and departure times when children arrive late for the session or are collected early.

Staff create very stimulating and interesting play spaces, which allows children to fully enhance their learning through creative play and exploration. Free-flow play between the indoor and outdoor environments is used extremely effectively by all children, who enjoy the freedom to choose their own resources and where they would like to play. Staff provide a fully inclusive service to all children attending and ensure that no child is disadvantaged in any way. Individual children's needs are thoroughly addressed through staff's clear knowledge of all children and their families.

Parents are warmly welcomed into the setting by friendly and approachable staff. They comment positively about the care their child receives both verbally and through regular questionnaires. Parents receive constant information about the pre-school through regular newsletters and are encouraged to share information about their child through home communication books which have recently been introduced. Staff have recognised that more in-depth information is required initially from parents about their child's learning and development and are looking at how they may implement this. Close, valuable relationships have formed with the reception teachers of the local school, where the pre-school operates from. Children spend time in the reception class to ease their own transition into school life.

The setting is monitored and evaluated through an effective system of self-assessment, which promotes continuous improvement. Staff show a positive commitment to improving their knowledge through professional training and value the support given by the local authority.

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

Children demonstrate through their play and by settling easily on arrival, that they are happy and enjoy their time at the pre-school. Staff display kind and caring

natures and as a result secure relationships have formed with all children. Staff are very secure in their knowledge of how children learn and respond very well to children's interests and different development needs to provide an extremely stimulating environment that enhances children's learning. Children are confident and their self-esteem is constantly boosted because staff are attentive and interested in what they have to say. Planning is highly effective in providing a broad range of interesting daily activities based on children's interests and individual learning and as a result, children make excellent progress their learning and development. Learning journeys provide a comprehensive record of the progress children are making towards the early learning goals. Observations are meaningful, clearly linked to the areas of learning and provide realistic next steps for children to work towards. Key workers demonstrate through discussion and observation recording that they know their children very well and how best to take them forward in their development.

Enhancing children's independent skills and allowing them to become critical thinkers is woven throughout the fabric of the pre-school. For example, children are encouraged to think about where they need to place the sticky tape to mend the broken cardboard box or think about why the camera might not work and how it could be fixed. Staff ensure children are given opportunities to understand how things work, such as, changing batteries in toys together. Children have access to a computer and freely access resources, such as, cameras, mobile phones and programmable toys to fully support children's future economic well being and understanding of information and technology.

Children's communication and language skills are effectively promoted through the skilful approach of staff that have a natural flair and ability to question children as they play. Children play in a word rich environment and show a very good appreciation of books which they can access in the cosy book area or inside a real tent in the garden. Literacy skills are supported very well in all areas of learning such as writing letters and shopping lists in the home corner. Children independently select clipboards and paper to write about the things they can see in the garden. Counting is encouraged naturally through routine activities, such as, welcome time where children help to count the number of children and adults present.

Children use their imagination well as they pretend there is a fire in the garden that needs to be put out. This also supports their understanding of keeping themselves safe through discussions with staff. They enjoy using construction tools to help build their wall of bricks and look for objects to mend with the drill. Children have plenty of fresh air and exercise in the ample garden, where they can run freely or use the apparatus available. They have excellent opportunities to play out in all weathers due to a canopy area and freely access wellington boots and waterproof clothing. Children have the ability to express their creativity through participating in a broad range of activities including play dough, large scale drawing and sand play.

Children's welfare is effectively promoted. All staff hold current first aid qualifications and documentation regarding children's health is appropriately maintained. Children are cared for in a clean environment and children are

encouraged to maintain their own personal hygiene. Children learn about healthy eating through the range of balanced and nutritious snacks provided and through growing produce, such as, lettuce and herbs which have been used to make a dip. Children participate in safe practices, such as, fire drills and feel safe and secure in the setting. Children behave very well because they are constantly busy and occupied. Positive behaviour is consistently praised and encouraged by all staff and little touches, such as, special star of the day makes children feel welcomed and valued.

## 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

The quality of the provision in the Early Years Foundation Stage	1
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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	1
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	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