

Barton Clough Pre-School

Inspection report for early years provision

Unique reference number EY287424
Inspection date 10/10/2011
Inspector Shelley O'Brien

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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

Barton Clough Pre-school registered in 2004 with the Out of School club registering in 2008. It is run by an individual provider and operates from adapted self-contained classrooms in the grounds of Barton Clough School, Stretford. Children have access to three rooms, an enclosed garden to the rear of the building and a large play area. The setting serves the local area and schools. The provision is registered on the Early Years Register and both parts of the Childcare Register.

Children attend for a variety of sessions each week, the pre-school operates Monday to Friday from 8.45am to 3.15pm, and the out of school club operates 7.45am to 8.55am and 3.15pm to 5.45pm each school day. There are currently 47 children on roll in the early years age range who attend a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are seven members of staff who work with the children, all of whom hold a recognised childcare qualification. The setting receives support from the local authority and specialist support services.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a welcoming and friendly environment where children are valued and included. Children are making steady progress in their learning and development because the staff know the children well and they work closely with their parents to identify starting points for development. The strong emphasis on parental partnerships ensures that children's individual needs are sensitively met and consideration given to children who speak English as an additional language and those with special educational needs and/or disabilities. Children are safe in the environment as staff understand safeguarding, however, legally required documents were not available at time of inspection.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection by Ofsted. (Documentation) 01/11/2011

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

- develop systems to ensure that every child receives an enjoyable and challenging learning environment.

The effectiveness of leadership and management of the early years provision

The staff have sound understanding and knowledge of safeguarding policies and procedures and suitable steps are taken to ensure the safety of the children. Staff are aware of what to do in the event of a concern being raised and appropriate details are kept. All staff are vetted and their suitability regularly reviewed. Documentation is kept for a majority of children however not all information regarding the children's details and emergency contacts was available at inspection. This is a breach of the welfare requirements and puts children at risk. Risk assessments are in place and reviewed on an on-going basis, they cover all aspects of the setting including the outdoor areas and the various rooms used for care. The children are further protected as the setting has clear procedures for recording accidents, medication and attendance.

Recommendations raised at the last inspection have been addressed and changes implemented. Self-assessment is used to identify strengths and areas of development for the setting. The manager has worked to improve the outdoor area by working in partnership with the adjoining school to develop the outdoor garden area. Areas for further improvement have been identified to support the learning environment of the children indoors through self-assessment and partnership working with staff and other agencies. The manager and staff also work with the local authority to further develop practice meaning they are committed to further improvements for the children and setting.

The setting is sensitive in supporting children with special educational needs and those who speak English as an additional language. This is a high priority for the staff team and all the staff have learnt sign language to support children. There is also a member of the staff team who is bi-lingual which enables the parents to have a full understanding of the setting and what is offered to their children. Various festivals are celebrated to ensure the diverse range of families that use the setting are valued along with reflecting the local community. Children have access to toys and equipment at their level. However, they do not freely access them and development is needed to ensure enjoyable and challenging activities are offered.

Strong partnerships are in place with parents at this setting because the manager puts emphasis on getting to know the family and gathering information about the child from the parents. This means that parent's wishes and children's individual needs are met. Relationships are firmly established with other professionals and other provisions involved with individual children. This contributes well to supporting their welfare and learning. For example, the setting has weekly visits from the hearing impaired service to support them in effectively meeting the needs of children. Important information is shared with parents by providing them with 'learning journeys' and daily feedback. They are also invited to annual open events to further develop the relationships and to share experiences.

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

Staff have a high level of understanding of the early years foundation stage and positive steps are taken to develop the children's learning and development. Children generally enjoy being at the setting, they are well settled and familiar with their key worker and routines because the staff are sensitive to meeting individual needs. Children are able to move freely around the setting as the staff provide a range of learning activities for the children to engage with which reflect the six areas of learning. Children progress by being given the opportunity to express their creativity and individuality, for example the children have free access to sand play and a painting area and a mark making table. The staff have a good understanding of individual children's needs and offer appropriate activities to develop their skills. For example, staff talk to the children about shapes and textures whilst playing in the sand. Independence is reinforced because the staff encourage children to select their own snacks and help themselves to drinking water with supervision.

Good health is promoted effectively by the setting. Children are encouraged to wash their hands before each meal and after using the bathroom. They are starting to learn about making good choices in food because the setting offer healthy options for snacks which include fruit, toasted snacks, milk and juice. Fresh drinking water is also available at all times for the children. The setting is part of the safer food, better business scheme. Children have opportunities to experience outdoor play on a regular basis as the setting has access to a well-resourced secure garden. There is also a large playground which provide good levels of challenge appropriate to their ages and stages of development. The opportunity to attend a weekly toddler gym session is also available to all the children, this means the children have ample support in developing their physical, creative and personal social and emotional skills.

Staff regularly observe what the children can do and what their interests are and record their progress so that next steps are identified and planned for. Children's knowledge and understanding of the world is promoted through a variety of activities, such as using play dough and imaginative role play. Children learn about their own and other cultures and beliefs because they celebrate festivals together. This means that children are also developing good skills for the future; this is further enhanced by the use of Information Technology equipment.

Children generally behave well in the setting and are beginning to learn about respecting each other, as the staff discuss appropriate behaviour with them. Staff communicate with the children throughout the day and encourage them to respond. As a result the children are beginning to understand questions being asked of them and how to express their needs.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) (also applies to the voluntary part of the Childcare Register) 01/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) (also applies to the compulsory part of the Childcare Register) 01/11/2011