

Gayton Pre-School

Inspection report for early years provision

Unique reference number 306391
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Inspector Jane Shaw

Setting address Gayton Primary School, Gayton Road, Heswall, Wirral,
Merseyside, CH60 8PZ

Telephone number 0151 342 8538

Email

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*.

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Description of the setting

Gayton Pre-school is run by a voluntary management committee. It was registered in 1991 and operates from a self-contained unit within the grounds of Gayton Primary School in Heswall, Wirral, Merseyside. A maximum of 30 children aged two to under five years may attend the pre-school at any one time. The pre-school is open each week day from 9am until 3.30pm during term time only.

There are currently 46 children attending who are within the early years age group. Of these, 31 are in receipt of funding for early years education. The pre-school is registered by Ofsted on the Early Years Register.

There are 10 members of staff, including the managers, who work directly with the children; in addition there are two regular volunteers. Three staff hold Qualified Teacher Status, one holds a degree in Early Childhood Studies, three hold early years qualifications at level 3, and one has an early years qualification at level 2. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school creates an exciting and welcoming environment. Staff know the children very well and respect them as unique individuals. Children have access to a broad range of experiences and opportunities which supports their good learning and development across the six areas of learning, although, opportunities to encourage children's understanding of time is less well developed. Highly effective partnerships with parents and carers and other early years professionals supports children's care, learning and development, and welfare extremely well. In the main documentation supports the efficient management of the setting, although written risk assessments are not sufficiently detailed. Systems for self-evaluation are effective and clearly demonstrate the setting's strong commitment to continuous 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 so that it clearly includes information on when it was carried out, date of review and any action taken following a review or incident.(Documentation) 29/11/2011

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

- increase opportunities for children to gain a sense of time and sequence events.

The effectiveness of leadership and management of the early years provision

Robust recruitment, vetting and induction procedures are in place in order to safeguard children's welfare. Children are well protected as a result of high staff ratios and staff's clear knowledge and understanding of the signs and symptoms of abuse. Staff have a thorough understanding of the procedures to be followed in order to safeguard children. Comprehensive policies and procedures are available and accessible to parents and carers, ensuring they are fully aware of how their children will be protected. Records, policies and procedures are well organised, regularly reviewed, and are effective in supporting children's welfare. Staff complete detailed daily checks of the indoor and outdoor environment to ensure areas are safe, clean and fit for use. A written risk assessment is completed on a regular basis. However, it does not fully enough include when it was carried out, by whom and date of review. This is specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required documentation is well maintained in order to promote the safe and efficient management of the setting.

A broad range of interesting resources used well both indoors and outdoors helps support children achievement and enjoyment. Children freely access resources of their choice and as a result children show good levels of interest in their play and learning. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources. As a result, inclusion is well promoted.

Partnerships with parents and carers are excellent. They have access to a wealth of information about the setting. Parents and carers spoken to speak very highly of the setting. They are actively encouraged to contribute to their child's learning and to the pre-school as a whole. For example, through being active members of the committee and giving continual feedback via questionnaires. Partnerships with other early years professionals are outstanding. Effective communication takes place with all other providers delivering the Early Years Foundation Stage. For example, monthly meetings take place with teaching staff from the school, to consider children's development and lines of communication. These highly effective arrangements ensure excellent continuity of care and a complimentary curriculum is maintained.

Staff demonstrate a genuine commitment to their role by accessing training. Regular staff meetings and appraisals support all aspects of their work. The completion of recommendations raised at the last inspection, thorough self-evaluation and reflection and commitment to ongoing training and development, demonstrates the setting's strong commitment to driving improvement and embedding ambition.

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

Staff have an in-depth knowledge understanding of the learning and development requirements, and provide children with access to an exciting and interesting range of activities and experiences. Consistent staff, high staff ratios and effective assigned key person system ensures children feel safe and secure. As a result, they make good progress in their learning and development. Staff undertake regular observations and assessment of children's progress and achievements. Detailed planning is in place which all assigned key, persons actively contribute to help plan for their individual key children.

The extent to which children make a positive contribution is outstanding. All children show an extremely strong sense of belonging due to the excellent relationships fostered with adults. Children access a wide range of resources and arrive at happy and eager to participate. They freely move around the rooms both indoors and outdoors participating in activities of their choice. Children behave, join in, co-operate and share very well with each other. Children sit quietly at circle time and have excellent opportunities to contribute to discussions, make suggestions and observations. For example, children negotiate and make suggestions as they contribute to group discussion on autumn and what happens to the leaves.

Children have good opportunities to write and make marks both indoors and outdoors. They show a fondness in books and enjoy listening to stories. Children develop good problem solving, reasoning and numeracy skills as they use construction toys, puzzles and games to match and sort. They have many opportunities to use their creativity through increasing their imagination during role play, drawing and making models. They consider sound and rhythm as they use musical instruments and enjoy weekly music sessions with an external visitor. A visiting artist extends children's knowledge and interest in using various creative techniques.

Children have good opportunities to experiment and observe. For example, they use magnifying glasses to inspect leaves more closely, and coloured plastics to view different colours observing what happens. They skilfully use technology toys and computers to further support their learning. Children have fewer opportunities to develop an understanding of time and sequence events.

Children enjoy healthy snacks and access to fruit and drinks at all times. They are aware of the need for good hygiene routines and access the bathroom facilities independently. They consider healthy eating and have grown a variety of fruit and vegetables. Children freely access the outdoor play space increasing their physical skills. In addition, they also benefit from regular yoga and physical activities led by external visitors to the pre-school.

Consequently, children's health, welfare and physical development are well promoted. Children are developing an awareness of their own safety and well-being through discussions as they are reminded to take care during play. The

activities and opportunities, staff interaction and commitment, clearly supports the good development of children's 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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children develop skills for the future	2

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