

Sheredes Pre-School

Inspection report for early years provision

Unique reference number 124115
Inspection date 01/11/2011
Inspector Barbara Stanley

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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

Sheredes Pre-School was registered in 1992. It is registered on both the Early Years Register and compulsory and voluntary parts of the Childcare Register. They may care for no more than 26 children under eight years. Currently they have 29 children on roll, of which 18 receive funding for early education.

The setting is based in a classroom in the upper building of the Sheredes Primary School. Children share access to a secure outdoor play area. It is in operation for five mornings a week, from 8.30am to 11.30am, term time only. The setting opens two afternoons a week, from 12.30pm to 3.30pm.

The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The manager holds an early years foundation degree and the setting employs three other staff, all of whom hold relevant early years qualifications. A committee is established, made up of the primary school headteacher, staff and parents.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a secure knowledge of the Early Years Foundation Stage and effectively support children's individual learning and developmental progress towards the early learning goals. However, lack of outdoor opportunities to develop knowledge and understanding of the world and problem solving, reasoning and numeracy may impact on some children's progress. Staff understand and value the uniqueness of every child and successfully promote equality and diversity. Parents in partnership initiatives support children's development of skills and attitudes to learning. Overall, policies and procedures are in place and children's well-being is a high priority. The setting demonstrates the capacity to maintain continuous improvement by being self-reflective and having a clear understanding of their strengths and areas for development. All recommendations from the previous inspection have been met and they have set actions to develop the setting further.

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, in regards to keeping records of the dates on which the Criminal Records Bureau disclosures were obtained(Documentation). 30/11/2011

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

- continue to develop the outdoor area by planning challenging learning and development experiences for problem solving, reasoning and numeracy and knowledge and understanding of the world.

The effectiveness of leadership and management of the early years provision

All staff have attended safeguarding training and although required safeguarding policies and procedure are in place, including Criminal Records Bureau checks, the dates of issue were not available on the day of inspection. Staff make effective use of up to date risk assessments to ensure the areas used by children are safe. For example, the area used for preparing snacks is separated and secured with a child gate. This allows children to move safely and freely around the setting.

Staff are knowledgeable about the Early Years Foundation Stage and use this successfully to support children in their learning. As the environment is well organised and equipment and resources are easily accessible, children freely choose where and what they want to play with. This means they thrive and make good progress in their development.

The setting is very aware of their strengths and weaknesses. They have prioritised actions and set a timescale to address these areas to develop the provision further. They have addressed previous recommendations and developed a system of planning and assessment to ensure children are focused and challenged effectively. Staff are aware of individual needs of children and are competent in supporting children who have special educational needs and/or disabilities. They actively seek cohesion of care from parents and other agencies in order to support children to be fully included in the life of the setting.

The setting has developed innovative ways in which to engage parents as partners in their children's learning. Information about children's starting points and progress is regularly shared. Completing 'magic moment' forms with parents, gives children opportunity to make links from home and encourages them to talk about their experiences and how they feel about them. A home-school information sheet informs parents of children's progress and allows them the opportunity to further support their children in the next steps of their learning and development. They have an established committee made up of the primary headteacher, parents and staff who meet regularly to share information relating to the provision as a whole. There are strong, positive links with the primary school nursery, which supports a smooth transition for children into nursery in the Autumn term. The setting is motivated to seek support from the local children's centre, special needs co-ordinator and local authority in their quest to provide the best possible provision for children in their care. The setting views further training of staff as a high priority and accesses training regularly. The manager has recently obtained the Early Years Foundation Degree.

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

Children feel safe as they move around independently, choosing resources and activities to extend their play. They engage confidently with the adults. Staff adhere to policies and procedures to ensure the children are safe whilst on the premises.

Staff have a good knowledge of the Early Years Foundation Stage and implement a system where children's individual needs and next steps are supported well so that children make good progress towards the early learning goals. Staff confidently intervene and engage with the children in their play, supporting them to learn new skills and acquire knowledge. Staff are enthusiastic in their engagement with the children, which motivates them to participate and enjoy their time in the setting. Staff comfort and reassure children new to the setting, until they feel confident to engage in the activities. Staff are proactive in seeking advice to enable them to provide equality of opportunity for all children. Children confidently develop sharing and turn taking skills whilst playing in the home corner. They communicate well and are beginning to resolve their conflicts independently.

The environment is warm and welcoming. Displays demonstrate the value placed on children and their own work. There is a vast number of story books and story time is clearly a special time in the setting as children choose and talk about the book they want read to them. The outdoor area is well resourced for large physical activity and includes play houses for role play and a small growing garden. Boxes of resources such as musical instruments and small world resources are taken outside for the children to develop their learning through a range of activities. There were limited opportunities for the children to develop in problem solving, reasoning and numeracy and knowledge and understanding of the world whilst outdoors, which may impact on some children's progress towards the early learning goals.

There is a good balance of adult-led and child-initiated activities. Children engage well with adults who are on hand to support their learning. Children are supported to count and recognise numbers as they paste numerals onto their shoe shaped paper in order to create a display of, 'One, two buckle my shoe'. Children make their own choices of where to play and what to play with which supports them to develop positive skills for future learning. Children develop computer skills through working one to one with an adult on programmes which support drop and drag skills. Children learn to problem solve as they construct and create with junk modelling materials. Children develop writing skills as they hold chalks and create 'firework' pictures by mark making on paper. They are developing an understanding of the wider world as they take 'Billy' and 'Poppy' on adventures in the local environment, watch butterflies hatch and enjoy handling and feeding the animals in the visiting zoo lab.

Staff encourage independence and responsibility allowing children to select and play with resources and activities of their own choice. Children hang up their coats and self-register with a little support from the staff and parents. Staff provide an

exciting range of activities for the children to engage in where children acquire skills and knowledge appropriate for their learning and development needs. Children participate and follow instructions readily as expectations are relevant to the age and stage of the children. Children make friends and play together in the home corner, cooking food and feeding their babies.

Behaviour is closely monitored and staff are not too quick to intervene, allowing the children the opportunity to resolve conflicts independently. Children's behaviour is good and they listen to and actively engage with the adults. They participate enthusiastically in all that is on offer, helping to tidy up and pack away. They demonstrate that they are happy by chatting to their friends and confidently moving about the room, following their own sense of play. Children celebrate relevant festivals throughout the year and parents are invited to share traditions, music and foods of different cultures.

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	3
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	3
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