

Queensway Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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

Queensway Pre-school is managed by a voluntary committee and has been running for more than 40 years. It operates from two rooms within the Methodist church building close to the centre of the town of Poulton near Blackpool in Lancashire. Children have access to an enclosed outdoor play area. The pre-school is open during term time from 9am to 3pm on Monday and Wednesday and from 9am to 12pm on Tuesday, Thursday and Friday.

The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 31 children may attend the pre-school at any one time. There are currently 20 children aged from two to under five years on roll. The pre-school supports children with special educational needs and/or disabilities.

There are five members of staff, four of whom, hold early years qualifications to at least Level 3. The pre-school provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their learning and development because they are cared for by dedicated staff who have a generally good awareness of meeting children's individual needs. Children play with a wide range of good quality resources, indoor and out, in spacious premises. There are good links with parents and carers and most children show a good understanding of healthy lifestyles. Children sometimes lack sufficient challenge because the planning of activities and staff deployment is inconsistent to fully support all areas of learning. Managers and staff demonstrate a satisfactory capacity to continue to improve the quality of the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the observation and assessment system to ensure consistency in identifying learning priorities for each child and provide them with sufficient challenge
- develop the organisation of the learning environment and deployment of staff to enable children to receive good support to extend their learning in all areas
- provide children with further opportunities to extend their mathematical understanding through stories, songs, games and imaginative play.

The effectiveness of leadership and management of the early years provision

Children are safe and secure in the premises and play safely outside because staff complete daily safety checks of the playrooms and outdoor area. There are satisfactory systems in place to ensure children are protected from abuse. All staff have completed training in safeguarding and show a sound awareness of procedures to follow should they have any concerns. There are appropriate procedures in place to ensure that adults working with children are suitable to do so, including, Criminal Record Bureau checks, a probationary period and induction program for new staff.

The manager has started a self-evaluation of the setting and recently the pre-school has begun to work on a quality improvement scheme. This has involved seeking the views of children, as well as parents and carers. They have begun to identify areas for improvement and develop an action plan to improve the quality of the provision. There have been improvements to the premises since the last inspection, including, the provision of toilets for the children within the pre-school and the development of the outdoor area. Staff attend training to update their knowledge and qualifications.

Staff provide support for children to make satisfactory progress according to their starting points. They seek further support and work well with parents and carers where children have additional needs. Staff observe what children do and identify the next steps in their learning but do not always make sure that these are carried forward into appropriate activities so that children make good progress. Staff act appropriately to actively promote equality and diversity and provide resources and activities to help children understand about the society that they live in.

The pre-school has good quality resources that are well organised and presented to support children's learning and development. The outside area is particularly well resourced and careful thought has been given to making the environment special for children, such as, the wooden rack for wellingtons that enables children to store and access these easily. The two play rooms and the outside area provide the children with lots of space to play, however, this makes supervision of the children more challenging. Staff numbers meet required ratios but staff are sometimes stretched to fully support the children as they move freely between the different areas.

Parents and carers spoken to were very pleased with the progress their children are making. They feel that staff are friendly and approachable and that they receive good amounts of information about their child's progress and the organisation of the pre-school. Parents and carers contribute information about their child's interests and abilities in an 'All about me' booklet when they first start. Each child has a communication book that is used to further the relationship between home and pre-school. Staff have developed relationships with some of the local schools to support children when they move on and some teachers have visited the pre-school.

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

Children come enthusiastically into the pre-school and confidently select resources and join in activities. Some children show good levels of concentration as they join small bricks together or sit reading a dinosaur book. They have many opportunities to choose what they want to do and join in adult-led activities if they wish, such as decorating pre-cut shapes for Christmas decorations. Staff praise their achievements, which develops children's confidence and self-esteem. The outside area is opened up as soon as staff can supervise this and children have lots of fresh air and physical exercise as they peddle or ride on wheeled toys and balance on wooden posts. There is good provision for mark-making outside and children enjoy painting the fence or the shed with water using large brushes. There are plenty of resources to help develop children's problem solving and number skills, but staff do not routinely use language or introduce activities to support children's learning in these areas.

Key persons complete children's learning journey books and include photographs of the children engaged in different activities as well as written observations. Assessment is not consistent, however, and although the plans show focus for some children, their next steps are not always planned for in a timely fashion. Because children do not receive sufficient challenge, at times their behaviour deteriorates, for example when they all want to do the same activity. Staff intervene when they see this happening and redirect the children into other activities. Staff encourage children to share and take turns so they can play safely. Activities are provided that are based on the children's interests, such as the wooden pirate ship, which is popular with the girls as well as the boys. Children use small tools to uncover the pirate models hidden in the sand.

Children learn about diversity in society in practical ways, such as eating different foods from around the world at snack time. They enthusiastically tucked into the prawn crackers and noodles staff provided to introduce them to Chinese food, as well as lots of fresh fruit and vegetables. Children discuss the pictures of different fruits on the table cloth with staff and develop an understanding of healthy lifestyles. Staff remind them that they need to put their coats on to keep warm when they play outside and wash their hands when they come back indoors. Children develop trusting relationships with the caring staff, which helps them feel safe, secure and confident to try new things.

Children develop a satisfactory range of skills to support them in their future learning. They learn to work with others as they practice the songs for the Christmas concert and make decorations for a Christmas display for the church. They access information and communication technology in the pre-school, using the computer and battery operated toys.

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	3
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	3
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	3
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	3

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