

The Avenues Playpen 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.

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

The Avenues Playpen Pre-School has been registered since 1994. It is a privately owned facility and is one of two groups owned by the proprietor. The pre-school is based in self-contained premises in the west of Hull and children are cared for in a hall and a small connecting room, with supervised access by staff to enclosed outdoor areas. Children also go on occasional walks within the immediate neighbourhood.

The pre-school is registered to care for a maximum of 30 children from two years to under eight years. Currently there are a total of 40 children on roll, some of whom are in receipt of nursery education funding. The setting supports children with special educational needs and/or disabilities. The pre-school has full day care registration and offers a breakfast club and a holiday club. It opens from 8am to 4pm during term times and some holidays, according to demand.

There are a total of nine staff, including the proprietor. All staff who work with children hold appropriate childcare qualifications. There are ancillary staff employed including a cleaner who comes into the group when no children are present. The pre-school have built good links with the local authority, schools and other professionals involved in the care and support of children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a secure and welcoming environment. The qualified staff recognise and respond to individual requirements of children and strive to ensure their care, learning and welfare needs are met. All children make good progress in their learning and development because they enjoy a wide range of play opportunities, both indoors and outside, which cover most aspects of learning well. The setting works very closely with parents to promote children's interests. The staff are enthusiastic and reflect upon their practice to identify aspects for development.

What steps need to be taken to improve provision further?

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

- further develop planning and assessment systems so that what is observed and analysed supports the planning of the next steps in children's learning
- enhance current arrangements for children to benefit more from the outdoor learning environment
- develop the arrival and departure procedures for staff and children to ensure all are accounted for at all times.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are effective, carefully managed and understood by those who work with the children. Comprehensive policies and procedures ensure that children are protected and well supported. However, the signing in and out process for both children and staff is not always secure to confirm who has left the setting to fully ensure the children's safety. All practitioners are well deployed to support children's learning and welfare. Thorough steps are taken to safeguard children, including vetting and induction procedures for all the adults who work with the children. Effective leadership and teamwork ensures the setting runs smoothly on a day-to-day basis. Good attention is given to supporting practitioners' professional development, with ongoing opportunities to take part in training.

The environment is very welcoming and conducive for learning. Good attention is given to purchasing suitable, good quality equipment and resources, which are used very well to support children's learning and development across all areas of learning. Children relish being active and are provided with opportunities to play outdoors. However, the opportunities to access the outdoors independently are limited. The children show pleasure when exploring toys and the wider environment. They enjoy the large circle games and songs, with all actively involved. All children move around the varied areas with great confidence and engage in a wide range of learning and fun experiences.

Partnership with parents is excellent. Information gathered at the admission stage and settling-in procedures ensures that practitioners have a good knowledge of each child's background and needs. Parents are kept well informed about their child's care and achievements through daily conversations, written feedback, newsletters and a comprehensive induction pack. Feedback from parents and carers is positive and they recognise what the setting achieves for their children. There is a common sense of purpose between practitioners, who work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Inclusive practice is well considered and the setting have established highly effective partnership with interagency teams to ensure that each child gets the additional support they need as early as possible. Good links with other providers of the Early Years Foundation Stage help to ensure children's smooth transition into school, and information relevant to children's learning and development is exchanged.

The owner and manager are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. They are motivated to seek further improvement and is effective in focusing the setting's efforts on priorities. Self-evaluation is effective in identifying strengths and weaknesses of the provision and the setting makes good use of findings from any other quality checks. As a result, those in charge are able to demonstrate how they have improved outcomes for children, raised children's achievement and made improvements to the provision.

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

Children are eager to attend this welcoming and lively setting where they make good progress towards the early learning goals in all aspects of their learning and development. Practitioners have a good understanding of the Early Years Foundation Stage and how children learn. Children have good relationships with practitioners and they offer their ideas and respond to challenges with great enthusiasm. They show good levels of independence, curiosity, imagination and concentration. Children are motivated and interested in a broad range of activities and take responsibility for choosing what they do. As a result, they are becoming active, curious and inquisitive learners. Practitioners demonstrate they are aware of how to extend children's learning and plan further activities built on children's interests and needs. However, it is not always clear in some planning documents how the observations are used to plan the next steps in individual children's learning and development. Children's progress is reflected in an individual progress folder which is a good record of children's enjoyment and achievement. These are accessible to parents at all times and shared at parents evenings.

Children's early reading and writing skills are promoted well through meaningful, practical experiences. They develop a love of books and enjoy singing rhymes and action songs. There are good opportunities for all children to develop their mark-making skills and they talk with confidence about the first letter of their name. Children are encouraged to play imaginatively and use resources creatively, for example, they use old Christmas cards to design and create a mosaic of a Christmas tree. They persevere well to complete the activity, using good cutting skills, and are very proud of their achievement. Children like to make up their own games, their independence is fostered well and they show good levels of self-esteem and confidence. Children are encouraged to develop their basic skills through everyday routines, for example, they pour their own drinks and choose which healthy snacks they want from the wide selection provided.

Resources in all areas of the setting are easily accessible, giving all children the opportunity to select toys and resources and develop their own play. Children engage in a wide range of physical activities, both indoors and outdoors, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children explore the properties of sand, practise their balancing skills, enjoy riding on the trikes and playing musical instruments. Children's knowledge and understanding of the wider world is supported as they take part in planned activities about different festivals and special days. They talk about special events in their own lives and also play with a range of resources that help their developing awareness of a diverse society. Children's understanding of numbers and mathematical concepts is developing well. Children count, sort, compare and match by colour, shape and size through play.

Children demonstrate good computer skills as they competently use the mouse and respond to instructions while using suitable, fun and educational programmes. All children show a very strong sense of security and feel safe within the setting. They share their thoughts and feelings openly with practitioners and show a willingness

to keep themselves and others safe through their good behaviour. Gentle reminders from practitioners help children develop a sense of right and wrong, for example, they are encouraged to share, take turns and be kind to each other. Practitioners are positive role models to children; they talk to them respectfully, and are polite and caring. Children develop confidence in exploring their surroundings and enjoy finding out what they can do. All children show a good understanding of the importance of following good personal hygiene routines. They develop an understanding of healthy eating through discussions and they make healthy choices at snack time. Drinks are accessible to children and this helps to keep them hydrated throughout the day. All children make good progress in their learning in relation to their capabilities and starting points. They make good progress in developing the personal qualities that enable them to take responsibility for small tasks and develop 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	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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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