

# New Parks Community Centre Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	EY341117
<b>Inspection date</b>	14/12/2011
<b>Inspector</b>	Karen Cooper
<b>Setting address</b>	New Parks Community Centre, St. Oswalds Road, LEICESTER, LE3 6RJ
<b>Telephone number</b>	0116 2221072
<b>Email</b>	
<b>Type of setting</b>	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**

New Parks Community Centre Pre-school is managed by Leicester City Council and re-registered in 2006. The setting is self-contained and there is a fully enclosed outdoor area available for outdoor play. The setting serves the local and surrounding areas.

The setting is open Monday to Friday during school term times. Sessions are from 9am until 12 noon. The setting is registered to care for 26 children between the ages of two and eight years. Children attend for various sessions. Currently there are 12 children on roll, all of whom are within the early years age group. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are three members of staff who work with the children. Of these two hold a National Vocational Qualification at level 4 and two hold level 3. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children have access to a range of quality toys and resources which help them to make good progress in their learning and development. The environment is welcoming, stimulating and safe. Positive relationships have been established with parents and other professionals to ensure children's individual needs are well met. Documentation is well organised and policies and procedures are mostly effective. Staff demonstrate a strong capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- ensure public liability insurance is in place (Suitable premises, environment and equipment).
- 28/12/2011

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

- improve the recording of children's hours of attendance to show the exact times of arrival and departure.

## **The effectiveness of leadership and management of the early years provision**

Staff are well informed about procedures to follow in the event of a concern about a child in their care. There is a written safeguard statement which staff make sure is discussed and shared with parents before their children attend the setting. Rigorous and robust vetting procedures ensure that all staff are suitable to work with the children. The staff are well deployed, resulting in a good standard of care. Children are cared for in a secure environment and written risk assessments have been implemented to cover the whole of the premises. However, the current public liability insurance certificate has expired, which potentially compromises children's safety. Indoor and outdoor space is effectively organised creating a welcoming, stimulating and child-friendly environment.

Staff work well as a team and are passionate about raising outcomes for children. All staff are encouraged to attend further training and they demonstrate a strong commitment to continuous improvement. They regularly reflect and evaluate the setting's strengths and areas for improvement, and the self-evaluation process is a shared experience that involves all staff, parents and children. As a result, the recommendations from the last inspection are fully addressed.

The staff have formed excellent partnerships with parents. The very effective two-way flow of information, both verbally and in writing, ensures that parents are fully informed of their child's daily routine and activities. Staff arrange regular workshops and meetings for fuller discussions with parents about their child's progress and often promote parental participation. For example, parents are given meaningful tasks to undertake and the staff welcome their input. Staff obtain an accurate picture of the children from their parents during settling-in time and all information is recorded to identify children's starting points. The children's individual learning journeys are available for parents to view and details posted on the notice board and regular newsletters also keep parents well informed of the setting's activities. There are a full range of policies and procedures which are mostly thorough, although some lack minor detail, such as the record of children's hours of attendance. The staff have formed good links with the local authority support staff, the nearby schools and the nursery that some of the children also attend. They value their contributions as partners, which helps to ensure children's individual needs are effectively met.

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

Children are happy, settled and well occupied as the staff spend a lot of quality time talking and playing with them to promote their learning. The children are eager to attend this welcoming and stimulating setting where they make good progress in their learning development. The staff focus on children's enjoyment and achievement through play. They clearly demonstrate that they know the children well and go to great lengths to find out what interests each child, how much they know and what they can do. They observe the children as they play

and record their findings. The staff evaluates all of the activities provided to ensure the planned learning intentions are being met. Consequently, every child receives a journey of self-discovery tailored to their individual needs. Children develop good social and independence skills and are encouraged to help with everyday activities, such as tidying up. They are learning to be kind, considerate and thoughtful to each other and the staff encourage them to share, take turns and use their manners. Children are valued and good, warm and caring relationships between staff and children are evident.

Children enjoy using their imagination during craft activities as they make Christmas decorations from clay and play dough. They love to cuddle up and relax in their cosy den, and great fun is had washing up the cups and saucers and pouring pretend drinks of tea for their friends and staff. Children are provided with plenty of opportunities to develop their early writing skills and have daily access to chalks, crayons and pencils, both inside and outdoors. Children concentrate well when listening to familiar stories and the staff are skilled in helping them to predict what might happen next to enhance their learning. Children love to join in favourite action songs and are keen to participate in circle games. Children's simple mathematical development is encouraged through daily routines. They count confidently and show increasing skill in recognising and using numbers to support their play. For example, older children recognise numbers displayed around their environment, compare, sort and calculate as they use jigsaw puzzles and construction sets. Children have good opportunities to develop their understanding of technology through the use of a computer and know how to use scales, a compact disc player and a telephone. These opportunities help children to develop skills for the future. Children are learning to care for animals and often take home the setting's giant snail. They are encouraged to respect each other and have access to a variety of resources that promote positive images of diversity including books, dolls and figures. Children are provided with plenty of opportunities for physical play and are helped to understand that exercise keeps them healthy. They use wheeled toys, climbing equipment and push alongs with confidence and enjoy the daily opportunities to play outdoors in the fresh air.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Children are encouraged to follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children learn about the importance of eating healthy foods through daily discussions and planned topics. They benefit from a variety of nutritious and well-balanced snacks, and drinks of water and milk are available, which children are able to independently access. The staff are fully aware of each child's individual dietary needs and ensure these are met.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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