

Stapleford Early Years

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Stapleford Early Years registered in 2007 and is managed by the Stapleford School of Governors. It operates from within Stapleford Primary School in the village of Stapleford, Hertfordshire. The pre-school serves the local community and surrounding areas and has strong links within the primary school. It is accessible to all children and there is a fully enclosed area available for outdoor play. The pre-school opens each weekday during school term time from 8.45am until 11.45am, with an optional lunch club until 12.45pm Tuesday to Friday.

Children are able to attend for a variety of sessions. A maximum of 16 children may attend the pre-school at any one time and there are currently 24 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications to level 2 or above, including the leader, who has an Early Years Foundation Degree and a Bachelor of Arts Degree in Educational Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Planning for the Early Years Foundation Stage covers all areas of learning, with staff providing a good range of resources to ensure that children receive experiences that promote good progress. Staff create a warm and friendly environment where children and parents feel welcomed. Effective safeguarding procedures are in place to ensure that all children are protected and partnerships with parents, carers and other agencies are developed helping to promote continuity of care and learning for children. The setting has developed self-evaluation procedures, although evaluations would benefit from further input from parents, staff and children in order for staff to effectively demonstrate their strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- improve strategies to ensure that every child is valued and that their sense of belonging is promoted so that they all develop a positive self-image
- incorporate children's next steps in to the planning to ensure that activities are tailored to the needs and abilities of individual children
- improve the system of self-evaluation to ensure that parents and children are fully involved in a meaningful way.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as the setting has robust procedures in place in the form of written safeguarding policies and procedures. Staff have attended training and are booked to attend further courses to ensure that they are kept abreast of safeguarding legislation changes and are fully aware of their role and responsibilities in working together to protect children. There are also stringent checks carried out to ensure that staff are suitable to work with children. Staff complete thorough risk assessments which cover all pre-school areas used by children, and these help to ensure that hazards to children are minimised. Children gain a good understanding of safety issues through ongoing explanations and examples from staff, and they participate in a range of relevant activities. For example, during outings in the local community children and staff talk discuss how to cross roads safely. The daily implementation of the setting's policies and procedures further supports children's safety and well-being.

The manager and staff team work well together and all staff are supported in attending further training and continuing to improve their practice through regular meetings and appraisals. Resources are used to promote children's learning and development and children have regular opportunities to make choices about their play as their ideas feed into the planning of activities. Good use is made of the outdoor play area to ensure that children are offered an extended range of opportunities. All staff have a good understanding of anti-discriminatory practice, enabling them to review their policies and ensure that the service they provide is inclusive to all children and their families. When children begin at the pre-school they have individual photographs, pegs and learning journeys in place to help them develop a sense of belonging, promote a welcoming feeling and a system for tracking their development. However, not all children have these in place and therefore strategies need to be improved to ensure every child has a better sense of belonging.

Staff work closely with parents and carers to ensure that they understand each child's background and needs, and consider this information when they are planning activities and play opportunities. Parents receive thorough information about their child's progress and activities, for example, through newsletters, daily discussions with staff, and parent and staff consultation sessions each term. The setting also works well with others to ensure that the continuity of children's care and development is promoted. For example, staff work closely with the nursery and reception staff to promote a seamless transition within the school and have contacted other schools in the area to build similar links. The pre-school have evaluated their setting and are able to demonstrate their strengths, areas for improvements and plans for the future, although there is currently limited participation from parents and children to ensure that they are meaningfully involved.

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

Children make effective progress in all areas of learning because staff have a good understanding of the Early Years Foundation Stage. They implement clear procedures for observing children and utilise this information to inform activity planning, ensuring that children are offered activities that encourages development as a whole. However, planning is not consistently organised to effectively incorporate children's next steps, which have been identified by staff, and therefore activities are not always tailored to meet the individual developmental needs of the children attending. The use of the key person system means that staff know the children and parents well and can therefore provide appropriate support whenever needed. They confidently encourage children to explore and develop their own play, intervening appropriately to extend children's knowledge and understanding through, for example, appropriate questioning. This enables children to take an active role in their learning and develop positive attitudes to this.

Children's play is enhanced as their ideas are listened to and they are able to self-select resources to play with, helping to ensure that there are a balanced range of child-initiated and adult-led activities on a daily basis. For example, as children play with the farm set they decide that they would prefer to play with the train set so work together in setting this up to play with. Children's enjoyment is enhanced and their learning extended because staff join in with their play. For example, while creating objects with the play dough, the children's language is extended as a member of staff joins in with their play and they talk about how the play dough feels. Children have many opportunities to learn about the uses of information and communication technology, gaining valuable skills for the future. For example, they use the computer independently and demonstrate effective skills and ability as they use the mouse, keyboard and change the interactive games of their choice.

Children's emotional development is promoted. They are settled and have built secure relationships with staff and each other. Children develop a good understanding of appropriate behaviour because they are offered clear explanations by staff. They learn about sharing, cooperation and negotiation as they work out turn taking and help with tasks, such as tidying up. Children are developing a good understanding of diversity as they participate in a range of activities and play experiences to support this. For example, they take part in Christmas carol singing in the local church and celebrate festivals, such as Diwali and Christmas. The good procedures for working with parents and other professionals mean that children who have special educational needs and/or disabilities or those who speak English as an additional language are offered appropriate and continued support which enables them to participate and make good progress. Through observation, staff are able to incorporate children's individual interests into the planning, therefore children have opportunities to develop, for example, their early reading and writing skills as they show an interest in books and pens. They particularly enjoy the regular music and movement sessions they take part in, promoting their physical development, and clearly have fun while they wiggle, stretch, bend and march in time to the music. Children are

encouraged to develop healthy lifestyles, and their understanding of the relevance of healthy eating is promoted as they participate in peeling their own fruit snack and pouring their own drinks while talking about how fruit, milk and water is good for their bodies during snack time.

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	3
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

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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