

Victoria Park Hall Pre School

Inspection report for early years provision

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EY426276

Inspection date

03/01/2012

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*.

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

Victoria Park Hall Pre School is privately owned and managed. It opened in 2007 and was re-registered in 2011. The setting operates from the Park Hall building situated within the grounds of Victoria Park in Rawmarsh, near Rotherham. Children have access to a secure, enclosed outdoor play area.

A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently cares for children from two to five years of age. It is open Monday to Friday from 8.30am to 11.30am and from 12.15pm to 3.15pm term time only. The setting serves the local and surrounding areas and children attend for a variety of sessions. There are currently 47 children on roll, all of whom are within the early years age range. Some are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, three hold a qualification at level 3 in early years and one is currently working towards a qualification at 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.

Staff value and respect the individuality of every child on roll. This inclusive environment promotes children's welfare and helps them to make good progress in their learning and development. Children engage in a wide range of enjoyable activities which cover most areas of learning. Overall, records, policies and procedures are thorough, relevant and are implemented effectively to safeguard and promote children's welfare. Robust systems of self-evaluation are in place and partnership working is mostly effective. As a result, the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- gain information about who has legal contact with and who has parental responsibility for each child (Safeguarding and promoting children's welfare). 23/01/2012

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

- develop further ways to involve parents and carers as part of the ongoing observation and assessment process
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them.

The effectiveness of leadership and management of the early years provision

Safeguarding is prioritised and all staff have been vetted to ensure that they are suitable to work with children. Staff have a good understanding of child protection issues and are aware of how to pass on any concerns. Staff carry out detailed annual and ongoing risk assessments to minimise any potential hazards in the areas used by the children. Most of the required documentation, policies and procedures that promote children's health, safety and well-being are in place. However, information about who has parental responsibility or legal contact is not consistently gained for all children, which is a breach in requirements of the Early Years Foundation Stage Statutory Framework. Due to the staff's good knowledge of children and their families the impact on children's welfare and safety is minimised. There is a good range of equipment and resources, which are safe and suitable for the children's ages.

The manager and staff have an ambitious vision for the future and work hard to develop their practice and improve the learning environment for children. Staff have completed self-evaluation to a good standard in order to assess their practice and identify future priorities. Improvements made to date have had a positive impact on the overall quality of the early years provision and the outcomes for children. A detailed equality and diversity policy outlines a commitment to promoting inclusive practice. Staff help children develop a good attitude towards people's differences by providing a wide range of resources that reflect diversity and by setting a good example of how to respect everyone.

Parents receive good quality information when their child starts and they are kept well informed thereafter through daily discussions with staff, regular newsletters and learning journey diaries that document some of the children's achievements. However, opportunities to involve parents and carers as part of the ongoing observation and assessment process are less well developed. Parents and carers have very positive views of the staff and the activities and experiences provided for their children. The staff work collaboratively with local schools, childminders and a wide range of support services to help children reach their potential and ease important transitions in their lives. This is particularly true for children with special educational needs and/or disabilities. Times of transition are handled sensitively as the staff liaise closely with the local school to share key information about children.

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

Staff make good use of parent questionnaires, observations and assessments and use them to establish children's starting points and abilities and to plan the next steps in their development. Plans cover all areas of learning and are based on children's interests and abilities. As a result, every child takes part in a wide range of activities that help them to make good progress towards the early learning goals. For example, they grow sunflowers, cress, flowers and herbs, so they learn about sustainability. Children benefit from the staff's use of questioning, genuine interest in what they are doing and appropriate interaction in their activities. For example, during a cutting and sticking activity children are effectively supported to name different colours and objects, such as 'feather', 'leaf' and 'pinecone'. This boosts their creative and literacy development. In addition, they are beginning to learn that print carries meaning as they self-register on arrival and are encouraged to write their name on their own work.

Children are confident using number and enjoy using it in everyday activities. For example, they count how many children are present at circle time, discuss which is the biggest and smallest car brought in for 'show and tell' and confidently solve problems when building with construction materials. Children enjoy exploring their creative skills with dough, paint and a variety of textured materials for collage work. They explore the role play area eagerly and enjoy listening to each other's heart beat with the stethoscope when pretending to be doctors. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a wide range of resources provide positive images of themselves and diversity within society. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality.

Children are encouraged to be active and healthy, developing competent skills of control and manipulation with the wide range of freely accessible resources outdoors. For example, children enjoy playing with balls, prams, scooters and climbing equipment, which boosts their physical development. They eagerly observe the insects in the 'bug hotel' or watch the birds at the feeding stations. Appetising snacks encourage the development of healthy preferences, while the sensible policy for sick children helps to contain the spread of illness and infection. Children receive good support from staff, so they feel safe and secure and are receptive to new learning opportunities. The children like to help and tidy away resources happily at the end of the session. Clear boundaries and sensitive guidance help the children to behave well. For instance, they are reminded to take turns on the computer and use good manners, and are encouraged to listen when others are speaking. This promotes their personal and social development and supports the development of effective communication skills. Children are confident and eager to share their knowledge with all adults present or ask questions to extend their understanding. They use sounds within their play and sing happily in group sessions. Collectively, these positive early experiences give children a good start and help them to develop effective 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	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

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

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