

Stoke Damerel Pre-School

Inspection report for early years provision

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Inspection date	23/01/2012
Inspector	Sarah Wignall
Setting address	Rear Of Stoke Damerel Church, Paradise Road, Stoke, Plymouth, Devon, PL1 5QL
Telephone number	01752 605390
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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

Stoke Damerel Pre-School is a committee run setting. It opened in 1975 and operates from the parish rooms at the rear of Stoke Damerel Church in Stoke, Plymouth. A garden area is used for outdoor play activities. The setting is open each weekday from 9am until 3pm during term time only. A maximum of 30 children aged from two to under eight years old may attend the setting at any one time.

There are currently 37 children attending who are within the early years age range. The setting receives funding for the provision of free early education to children aged three and four. The setting supports children with special educational needs and children who speak English as an additional language. Most children live locally. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are seven members of staff, all of whom hold appropriate early years qualifications. The setting is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and make good progress in their learning and development. Staff demonstrate a good awareness of individual needs and work well in partnership with parents and other agencies. They provide a generally enabling environment and children are becoming independent in the setting. Staff use training opportunities and group discussions to reflect on their practice. They demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the garden area to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning
- review the accessibility of resources and daily routines such as snack time so that children can be fully independent in the setting. Allow children to pour their own drinks and serve their own food.

The effectiveness of leadership and management of the early years provision

Children are provided with a safe and secure indoor and outdoor environment. Risk assessments and daily checks are used to assess the suitability of the environment and regular fire drills help to increase children's awareness of fire safety. Staff demonstrate a good awareness of safeguarding procedures and attend training so that their knowledge and skills are up to date. Established recruitment and vetting procedures are in place helping to make sure that children are cared for by suitable persons. Newly appointed volunteers are given clear guidance about their roles and responsibilities and staff make sure that children are well supervised when unchecked adults are present. Staff are well deployed during sessions providing children with the opportunity to choose to play indoors or out for the majority of the session.

Children are cared for in one main base room which is well organised to meet their needs. Most toys and resources are easily accessible to them and children confidently select those they wish to play with. Sessions are well planned and provide a good balance of free play and structured activities. Most sessions provide children with the opportunity to 'free-flow' outdoors enabling them to access fresh air and exercise as they play. Snack time is generally well organised with children sitting in their small key groups. However, opportunities for them to develop their independence and make healthy choices are not fully explored. Staff provide children with high levels of support and encouragement. For example, when children sit to paint pictures or make a model, staff start discussions about the different coloured paints encouraging children to mix paints and observe the changes that occur. The setting has recently developed their outdoor play area and children thoroughly enjoy participating in a varied range of activities outdoors. Staff are keen to further develop this area so that all areas of learning can be promoted in this way.

Staff promote equality and diversity well. Children with additional needs are well supported and clear learning plans are in place. Children receive individual support from the special needs coordinator where small group work is used to develop key skills and target areas for development. Staff work well in partnership with parents and regularly share information about children's development and progress. Regular newsletters are used to ask for information about children's current interests and home routines so that these can feature in forthcoming planning. Parents or relatives are invited in to share information about their jobs or talk about their own culture and traditions. Staff have established good relationships with other agencies and information is regularly exchanged helping to promote continuity of care.

The established staff team work well together. They are encouraged to develop their professional skills through ongoing training and regular appraisals. Staff meet together regularly to reflect on the effectiveness of the setting using knowledge gained through training and advice sessions to review their practice. They have addressed the recommendations set at the previous inspection and demonstrate a

strong commitment to continual development.

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

Children are confident and settled in the setting and demonstrate a strong sense of belonging. They respond well to responsibility proudly showing their 'special helper' label to members of staff. They develop confidence and self-esteem as they call out children's names when it is time for snack. They have formed strong relationships with both adults and peers. Several children join together collecting large blocks from the outdoor storage box to help build a wall, or sit and chat together as they paint or make models. Children confidently approach staff as they ask for pencils or other equipment they need. They show initiative using resources in varying ways. For example, they enjoy sweeping up leaves outdoors and split flour indoors. Children develop positive attitudes and respect for others through good use of resources and planned activities. For example, parents visit to talk about their home cultures, and displays of different languages and beliefs are well presented in the setting. Children's behaviour is good and they respond well to the positive approach of staff. For example, all children join in enthusiastically when asked to help tidy away.

Children develop good skills for the future. They are becoming confident communicators and most talk freely with adults and each other. They are inquisitive and ask questions when they are unsure such as 'What colour paint will turn when red and green are mixed?'. They learn about shape and size as they complete jigsaw puzzles or place large blocks together to make a wall. They enjoy using their senses to explore different textures such as water and dough and observe changes to the texture of the dough when flour is added. Children use their imagination and creative skills as they select and join different materials when making a collage. They make good use of pictures when trying to make a model of a flamingo. Staff support this activity well encouraging children to look at the picture before trying to make their model.

Children follow good hygiene routines and are developing their understanding of self-care. For example, they wash their hands before eating and after messy play. They are encouraged to put on coats and wellingtons before going outside and to eat and drink well at mealtimes. Use of the newly developed outdoor play area is well promoted and enables children to develop good physical skills. For example, they develop balance and coordination as they walk on narrow beams or run and jump through hoops. Children learn to play safely and staff use visual aids such as a traffic light system and sad and happy faces to help them understand the consequences of their actions.

Staff use regular observations and assessments of children to plan for their individual progress. Key workers use observations and children's interests to influence their weekly planning. As a result, children are interested and engaged and demonstrate a positive attitude to learning.

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