

# Priorslee Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	208249
<b>Inspection date</b>	06/02/2012
<b>Inspector</b>	Patricia Webb

<b>Setting address</b>	Priorslee Community Centre, Priorslee Avenue, Priorslee, TELFORD, Shropshire, TF2 9NR
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<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*.

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## Description of the setting

Priorslee Pre-School opened in 1991 and is governed by a voluntary management committee. It operates from one main room in a community building in Telford, Shropshire and serves the local community. All children share access to a secure enclosed outdoor play area. The group is open each weekday morning from 8.55am to 11.55am and each weekday afternoon from 12.15pm to 3.15pm during school term time.

The group is registered on the Early Years Register. A maximum of 24 children may attend the group at any one time. There are currently 50 children aged from two years to four years on roll. The group is in receipt of funding for nursery education. Children come from a wide catchment area, as most of their parents travel in to work or live locally. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff, most of whom hold early years qualifications to National Vocational Qualification Level 2 or 3. The group receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their play and learning in the setting. Their care and welfare are appropriately promoted. The setting is developing the inclusive practice to ensure that all children are included in the provision. Children have opportunities to engage in a variety of activities within a bright and safe environment. Partnerships with other professionals and settings are developing to offer consistent approaches for meeting children's needs. Most of the required documentation and information is in place. The pre-school committee is undergoing some changes and new members are eager to engage actively in supporting the operation of the group.

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

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

- obtain from parents, in advance of a child being admitted to the setting, information about who has legal contact with the child and who has parental responsibility (Safeguarding and promoting children's welfare).
- 22/02/2012

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

- explore a further range of strategies to involve parents and carers more actively in their children's learning and development, emphasising the relationship between what children learn in the home and in the setting
- develop inclusive practice further by extending the use of non-verbal communication systems, such as sign language and visual timetables, to support all children
- review the routines at times to ensure all children engage effectively in large group activities, such as circle time and story time
- develop the involvement of the committee members in the reflective evaluation process understanding their role as the registered body in this process.

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

Children are effectively safeguarded as staff have a sound knowledge of child protection procedures. Suitable policies and procedures are in place and are shared with parents to outline the setting's duty of care to act in the best interest of a child at all times. Staff recruitment procedures ensure that all staff undergo required vetting to assess suitability and further safeguard children. This process includes some key members of the committee. Risk assessments are conducted to identify and reduce potential hazards to children and raise their awareness of keeping safe. Daily visual checks also reinforce children's overall safety, such as assessing the risks in the outdoor play area following a fall of snow on the soft play surface.

Staff make very good use of the resources and equipment in the setting. Children are able to self-select from a wide range of toys and equipment that is well-maintained and readily accessible. The staff team is well-established and each member is confident about their own and others' responsibilities. Each child is welcomed into the bright and busy environment with effective key worker support offered, although at times during the busy routine, some whole group activities do not fully engage some of the children. The setting is developing its approach to inclusive practice and staff are currently accessing further training to update knowledge and understanding of supporting children with special educational needs and/or disabilities. There is limited awareness of using non-verbal communication systems to assist in supporting children with delayed or emerging language skills.

Following recent changes to the structure of the pre-school management committee, parents are being informed of the new personnel. Parents are also being encouraged to take an interest in the role of the committee and their part in the operation of the provision. Parents supply most of the necessary information about their children. However, the admission information does not include details about who has legal contact with their child and who has parental responsibility. This is a breach of a legal requirement. The staff have endeavoured to engage parents more actively in their children's learning and development, although the strategies used have not been fully effective as yet. Whilst staff are keen to

develop further improvements, the latest evaluation of practice has not fully involved the committee, hindering how the members can be fully aware of their regulatory role and responsibilities in the provision. Partnership working with other agencies and professionals is fostered, particularly with regard to children's transition to full-time school.

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

Staff have a sound knowledge and understanding of the learning and development elements of the Early Years Foundation Stage. They plan effectively in their key worker groups and ensure that pertinent observations and assessments are recorded to note each child's progress. Parents have daily opportunities to discuss their child's day and a whole week is set aside each term for parents to make appointments to discuss their attainments in more detail. Parents are also invited to contribute to some of the activities, such as bringing their child's soft animal toy to share in the 'veterinary surgery' role play.

At the start of each session, the children arrive into a calm and familiar environment as they settle at their key group tables. The register is called and children answer their names with enthusiasm. After a short focused activity based on reinforcing their recognition of basic numbers, shapes and colours, the room erupts into a hive of activity. Resources are produced from the walk-in cupboards and children set about learning key skills through their play. Social interaction develops well as a group of children tend to each others' hair in the 'salon' and a group of boys show sustained concentration and cooperation as they work together on a complicated jigsaw.

Children develop their imagination through role play as a child shows off the 'magic ring' she is wearing, proudly explaining how it helps her to find her way. They have opportunities to participate in creative art activities, such as painting and collage. Staff use a broad vocabulary to enhance children's use of language, such as 'glittery' and 'scales and fins' when talking to children about the fish they are decorating. Story times are supported by the use of props to focus children's attention. Some quieter, less confident children do not always fully engage in some large group activities. Some younger children become restless when the routine of the session involves a number of consecutive activities requiring them to be seated for periods of time. The senior staff have recognised this as an area for further improvement acknowledging the impact particularly when weather restricts children's access to outdoor activities.

Children are supported in gaining an understanding about keeping healthy. They eagerly join the line to wash their hands using the recently acquired mobile handwash system which allows this routine to be done within the playroom. They settle in a social group to tuck in to their healthy snacks of dried and fresh fruit, milk and drinks of water. Their health is further promoted as they engage in vigorous exercise, jumping up and down, following a sequence of movements demonstrated by the staff. They are then encouraged to feel their heart and notice the rapid beats and feel their breath to see if it's hot or cold. Children's behaviour

is effectively managed as they learn the boundaries and expectations within the setting. Some older children report the minor transgressions of others and staff handle such situations sensitively emphasising the possible consequences of such behaviour on others. Some children show empathy for younger children, taking toys to the children and drawing them gradually into the play. They are learning about the differing needs of others as for instance, they have just celebrated Chinese New Year. This activity has been effectively supported by the input of a member of staff using linguistic skills to help children speak the greeting in Mandarin and see the different script written on the display.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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