

# Sidemoor Pre School

Inspection report for early years provision

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**Unique reference number**

EY365014

**Inspection date**

05/03/2012

**Inspector**

Emma Spooner

**Setting address**

Peartree Childrens Centre, Broad Street, BROMSGROVE,  
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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

Sidemoor Pre-School opened in 1968. It was re-registered to provide full day care within the Peartree Children's Centre in Sidemoor, Bromsgrove in 2008. Children come from a wide catchment area serving the Bromsgrove district.

A maximum of 30 children may attend the nursery at any one time. The pre-school is open each weekday from 9am to 3pm for 38 weeks of the year, during term time only. There are currently 52 children aged from two to under five years on roll. The pre-school provides funded early education for two-, three- and four-year-olds. The nursery currently supports children with special educational needs and/or disabilities. All children share access to a secure enclosed outdoor play area.

The pre-school employs eight members of staff who work with the children, all of whom have early years qualifications between levels 3 and 6. The pre-school benefits from support from a children's centre support teacher and the local authority. The group received the quality assurance Growing Together Gold Award in 2006 and 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 settle well and thoroughly enjoy attending this welcoming and child-friendly pre-school. They engage in a broad range of stimulating activities and make good progress in their learning and development. Relationships with parents are generally good and provide staff with a clear understanding of children's individual needs and starting points. The staff team works very effectively with the local schools and other agencies to provide an inclusive service where all children are valued and integrated into pre-school life. Most procedures are in place to ensure the safety of the indoor and outdoor learning environments. Staff embrace self-evaluation and make sure that relevant priorities for development are identified to improve outcomes for all children.

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

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

- maintain a record of the particular aspects of the environment that need to be checked on a regular basis including when and by whom they were completed. (Suitable premises, environment and equipment)

28/03/2012

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

- improve information given to parents about activities children have been involved in on a daily basis to enable them to support learning at home.

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

Children are well safeguarded as staff are fully aware of their role and responsibilities as regards protecting children from potential harm or neglect and how to pass on significant concerns appropriately. There are sound selection and recruitment procedures in place to ensure the suitability of the staff and no unchecked adults are left unsupervised around the children. Staff are alert to all risks and have taken appropriate action to ensure children are kept safe at all times. For example, access to a small section of the garden has been restricted due to the housing development taking place on the other side of the fence. The premises are safe and secure and all hazards are identified through the constant awareness of staff and risk assessments carried out by the children's centre. However, daily safety checks are not recorded to show by whom and when they are completed, which is a legal requirement.

Staff use their knowledge of the Early Years Foundation Stage effectively to support children in all areas of their learning. The environment is well organised and accessible to the children with furniture and storage designed with children in mind. This means that are able to thrive and make good progress in their development through regular revisiting and self-chosen activities. Children with additional needs are offered sensitive support from staff who have a very positive attitude towards inclusive practice and demonstrate their awareness of children's individuality. Continuous improvement is supported by a good commitment to training which is often shared with the children's centre. Appropriate systems incorporating the views of the committee, staff, parents and children are used to monitor the effectiveness of the pre-school to improve outcomes for all children. For example, procedures for dropping off and collecting children have been reviewed so that they are more secure and less confusing for the children. As a result, children are more settled and happy to leave their parent or carer.

Partnerships with parents are mostly good. They are informed of the routines and expectations of the pre-school in the welcome pack and an information evening prior to their child attending. Information about children's interests and starting points are shared with the key person along with any concerns they may have about their child's progress or development. Parents receive a regular topic newsletter and the weekly plan is displayed outside for them to see. Children's profiles and records are always available for parents to see, however, they are not informed about children's activities on a daily basis. The pre-school is an integral part of the children's centre and has formed excellent links with local schools. The transition arrangements for older children to school are established and are a key strength of the pre-school. Staff organise additional activities, such as getting changed for physical education, which have been highlighted as strengths during transition meetings.

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

Children enjoy learning and, therefore, make good progress and develop good skills for the future. Children are mostly effective communicators with support being offered to those who may be less confident by staff who have accessed training to develop their skills. Shortly after the beginning of the session children participate in registration and show time. They bring in items from home related to the topic and talk to the whole group. Children demonstrate confidence, good speaking and listening skills, and are beginning to ask each other relevant questions as modelled effectively by members of staff. Planning is flexible and takes into account spontaneous opportunities and children's individual choices. Consequently, children are making good progress towards the early learning goals in all six areas of learning. Staff have a wonderful rapport with all children and are confident to support and extend learning through self-chosen activities. For example, a child who is pretending to be a big bad wolf begins to retell the story of Little Red Riding Hood when offered sensitive support. These opportunities are used regularly to observe children and assess progress in order to plan appropriate next steps in their learning. They are becoming competent mathematicians as they count the number of cups and plates needed for snack time and use problem solving skills when the drawing mat blows away in the wind. Children are very enthusiastic when using the computer, interactive whiteboard and a selection of remote control toys in their play.

Children's behaviour is exceptional as they are taught to be kind, gentle and to share. They can be seen explaining to each other how to behave and respond very well to gentle prompts from members of staff. Children play well on their own and cooperatively with each other. For example, they take turns on the bikes and scooters in the garden. They are able to take responsibility in the pre-school when tidying up and looking after equipment, and are learning about the world around them through trips and visitors. An effective display of the children's families illustrates diversity in their home environment and enables them to learn about other cultures and beliefs. Staff make very effective use of available resources to promote diversity. With the help of parents they are able to celebrate Chinese New Year with authentic decorations and food tasting activities. Staff teach children about safety without being fearful, therefore, they behave in ways which are safe for themselves and others. For example, children are reminded how to handle the bricks in the builders' tray as they could trap their fingers. This does not spoil the activity though as staff go on to talk about the building site, what they can hear and ask children what they would like to make.

Children have an excellent understanding of how to lead a healthy lifestyle because staff inspire them with a range of activities related to healthy eating, exercise and personal hygiene routines. The pre-school has achieved a bronze Healthy Settings award. Children benefit from a healthy diet as staff provide guidance to parents about what a healthy lunchbox should look like and provide a selection of fruit and vegetables during snack times. Children are highly motivated to take advantage of the free flow available with the outdoors. They talk about

being warm and their heart going really fast after running around. A sports coach also visits each week to involve the children in organised physical activities and to promote coordination skills. Children are increasingly independent in attending to their personal needs and are supported well if necessary. For example accessing the water cooler to ensure they remain hydrated, using tissues, disposing of them correctly and washing hands to prevent the spread of infection.

## 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	1
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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