

Storrs Road Pre-School

Inspection report for early years provision

Unique reference number 509209
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Inspector Karen Byfleet

Setting address Storrs Road Church Centre, Storrs Road, Chesterfield,
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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

Storrs Road Pre-school is an established setting that has been registered for a number of years. It operates from the Methodist Church Centre on Storrs Road in Chesterfield. The group serves the local area.

The pre-school is registered to provide care for no more than 24 children. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 21 children from two to five years on roll. The setting currently supports children with English as an additional language and there are no children currently attending with special educational needs and/or disabilities. The setting is open on Mondays, Tuesdays, Wednesdays and Fridays from 9am to 12noon and Thursday afternoons from 12noon to 3pm during school term time only. Children attend for a variety of sessions.

There are four full-time members of staff and one relief staff member who work with the children. Three staff members have an early years qualification to National Vocational Qualification level 3 and two have level 2. The group is a member of the Pre-school Learning Alliance and they receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff recognise and value the uniqueness of each child that attends the setting. Children are very happy and settled within the warm, welcoming environment. Overall, procedures used to monitor children's progress in their learning and development are effective. Partnerships with parents are well established to ensure children's welfare needs are consistently met and all relevant information is shared regularly. Partnerships with other providers where children attend is good. All the required documentation is in place which ensures children are well safeguarded. The committee and staff constantly evaluate the provision to ensure improvements are well monitored and maintained in order to help further development of the secure provision further.

What steps need to be taken to improve provision further?

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

- develop further the outdoor play area as a learning environment to fully support children's learning
- consolidate planning and assessment systems to ensure they consistently support children's learning and development across all areas.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. Staff and the committee have devised and implemented an effective written safeguarding policy which is shared with parents. The policy includes clear procedures to follow if they have any concerns about children's safety or welfare. The policy also includes a procedure to be followed in the event of an allegation being made against any staff member. Effective risk assessments which cover the premises, equipment and outings are all in place and are regularly reviewed and updated by the manager, staff and committee to ensure children's safety. The premises are kept safe. The doors into the setting are kept locked but can be easily opened by staff in an emergency. The children have daily access to a secure outdoor play area which has recently been completed. The committee and staff have highlighted this in their self-evaluation as an area for further development as more work is needed to ensure the environment fully supports children's learning. The manager, staff and committee regularly self-evaluate the provision. They gather the views of parents to inform their evaluation and they have a clear vision for maintaining and improving their well organised provision.

The manager and staff have good knowledge and understanding of the Early Years Foundation Stage and of the six areas of learning. Effective, age appropriate activities are planned and provided. Observations made of children's learning and the planning of their next steps ensures children are making good progress. However, the systems in place do not yet consistently support children's learning across all areas. Children's health and well-being is promoted well. They follow good hygiene procedures with regard to hand washing before eating, after using the toilet and undertaking messy play activities. The use of individual hand towels helps to prevent the spread of infection. Healthy snacks are provided and staff take full account of children's likes, dislikes and any dietary needs or requirements. Equality and diversity is embedded into everyday practice. Children are taught to respect each other and they learn about different world celebrations as they taste foods from around the world. They have easy access to a variety of books that explore different cultures. All required written parental permissions are obtained for the administration of any medication and for staff to seek any necessary medical advice or treatment. All staff hold a valid first aid certificate, enhancing children's well-being.

Partnerships with parents are good. Information is exchanged on a daily basis about what the children have been doing. Development records are always available for parents to read and add to as they wish. All the required documentation is in place and is well maintained. There are a number of children currently attending who also attend other providers. Staff communicate well with the childminders of children and they have a clear understanding of the need to form professional relationships with such providers, as and when children start attending. This ensures coherence and consistency in children's care and learning.

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

Children are happy and settled within the setting and they are making good progress in their learning and development. Staff fully interact with the children in their freely chosen play and they are warm and caring towards them. Children's knowledge and understanding of the wider world is developing well as they have access to a wide variety of books and resources which display positive images and inform them of different celebrations, races and cultures from around the world.

Children's health and welfare are promoted well. They are provided with healthy balanced foods, such as fresh and dried fruit, pasta and vegetables for snacks. Drinks are regularly available to all children throughout the day. Children know and follow good hygiene procedures with regard to hand washing. Children's behaviour is good. They play well with each other, taking turns and sharing and they are encouraged to be kind and gentle towards one another and they show a great awareness of how they respect each other. For example, during a painting activity the children positively comment on each others pictures. They talk about how they can mix colours to create other colours and an older child informs the others that if they mix the red and blue they can get purple. This encourages all of the children participating in the activity to experiment with mixing colours.

Staff have good knowledge and understanding of the Early Years Foundation Stage and the six areas of learning. Children's interests and the next steps in their learning are identified. Although staff use observations made, they have not yet consolidated their planning and assessment systems to ensure that the activities provided are fully effective in helping to fully support children in their learning and development across all areas. Children demonstrate a good sense of security. They welcome visitors and approach all staff with confidence. Regular emergency evacuation drills are carried out which enhance children's awareness of how to stay safe in an emergency. The premises are safe and secure which ensures children are unable to leave unattended.

Children have continuous access to activities and toys which encourage and develop their independence skills. For example, they have access to a well resourced mark making area and through planned activities they are able to explore a variety of mediums such as play dough. They also experiment with activities such as making volcanoes from sand and using bicarbonate of soda for the eruption. They plant seeds in the outdoor play area and nurture them which increases their understanding of how things grow. Staff adapt activities to ensure all children are able to participate, ensuring all children have equal access and that the provision is fully inclusive. For example, they have implemented a pictorial system to support children with English as an additional language. Staff spend time engaging fully with the children in their freely chosen play and they constantly talk to the children about their activities. For example, when they are playing with the small world aeroplanes, staff ask about the different places the aeroplanes may be flying to. This enhances their knowledge of travel and the wider world as children respond by saying their aeroplane is 'flying to Australia, which is at the bottom'. The child indicates with his hands that he means at the bottom of the world.

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