

Black Firs Pre School and Out of School Club

Inspection report for early years provision

Unique reference number	304981
Inspection date	16/03/2012
Inspector	Sylvia Cornock

Setting address	Black Firs Primary School, Longdown Road, Congleton, Cheshire, CW12 4QJ
Telephone number	07786 613 065
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Black Firs Pre-school and Out-of-school club is run by a voluntary parents' committee. It was registered in 1972 and operates from a mobile classroom in the grounds of Black Firs Primary School, Congleton. East Cheshire. Children have access to a secure outdoor play area. The setting serves the surrounding local areas.

It is registered for 30 children aged from two to eight years. Older school aged children may attend. The pre-school is open five days a week from 9.00am until 3.00pm. There are currently 49 on roll within the early years age group. The pre-school currently take children aged two to five years. The pre-school are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs eight members of staff, including the manager, who work directly with the children. The manager holds National Vocational Qualification level 3 in childcare and a Teaching Assistant level 4 qualification. Five staff hold NVQ level 3 and two staff hold an NVQ level 2, and one staff member is working towards the Early Years Professional Status qualification. The pre-school receives support from the local authority consultant and the British Association for Early Childhood and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded. The staff are very professional and show high levels of commitment as they aspire to maintain the highest possible standards of care and education. The setting's superb stimulating and challenging environment enables children to develop independent, active learning as they have fun. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Children make outstanding progress within their individual learning journey, which is imaginatively shared through excellent partnerships with parents and carers. The pre-school continuously improves through well developed rigorous self-evaluation.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop additional opportunities to support children in using a range of ICT to include cameras, digital and video resources in addition to computers.

The effectiveness of leadership and management of the early years provision

The superb management team ensure the safety and welfare of children is given high priority throughout the pre-school. The safeguarding, complaints and emergency procedures are robust and known to all staff. Rigorous staff recruitment, employment and induction procedures are in place to protect children. Staff undertake comprehensive daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. Robust risk assessments for all outings are undertaken and completed, to ensure children's safety. Staff are highly motivated and management consistently aspire to maintain high quality care and education for children. For example, all staff are fully involved in the continuous improvement of the pre-school through self-evaluation. The staff team have ensured that the recommendations from the last inspection have been fully implemented. They focus on promoting children's welfare and helping all to make outstanding progress through the provision of excellent resources and learning opportunities. Management and staff evaluate the outcomes for children on a daily basis to ensure that the service continues to effectively improve.

Staff are well qualified and experienced, annual appraisal systems and supervision systems are in place to support staff and identify future training needs. Staff work superbly as a team because they feel valued, inspired, supported and involved within the pre-school. Records, policies and procedures are robust and organized well to support an highly effective service. The partnership with parents and carers is excellent. Each child's key person works closely with parents and carers to secure an exceptional understanding of each child's needs. The setting supports families and children with special educational needs and/or disabilities and children with English as an additional language superbly to ensure specific needs are met. Parents and carers of all children are included in what their child is doing, and are actively encouraged to continue this at home so that they too can enjoy seeing their child develop. There are highly effective relationships with other settings and carers with excellent links with the school to ensure the progression and continuity of learning supports the transition of children into full time education.

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

Staff organise the dynamic environment, space, resources and outdoor experiences with great skill. The excellent daily records kept of children's progress ensure that the six areas of learning capture children's interests. For example, children dress up as their favourite character during world book week and recapture the moment by viewing their photograph exceptionally well displayed. Children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play. They make significant gains in their learning and development and their achievement is excellent in relation to individual starting

points. Staff expertly focus on children's personal, social and emotional development. There is a strong emphasis on self-esteem. Staff make great use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. The superb range of resources is expertly used to enhance children's communication, language and literacy skills. Older and more able children are competent in the recognition of numbers and letters. They view their names and observe labels and print representing words. They show a sensitive ability and understanding of playing with children where English is an additional language.

Children's creative and physical skills, their problem solving skills and their understanding of the world develop extremely well as they engage in a variety of activities suitable for their age and stage of development. They use programmable toys and the computer, however, the range of information technology opportunities is narrow. They enjoy extensive opportunities to design and make objects using recycled materials. They enthusiastically select and explore the sounds of musical instruments from other cultures and countries. Children really benefit from the superb outdoor areas; they play, grow vegetables and confidently enjoy the environment around them.

Children's welfare is promoted to a consistently high level. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. For example, children are taught how to be safe through activities, discussions and practicing emergency evacuations of the building. The setting promotes healthy eating and provides children with an understanding of what is good for them, through offering healthy meals and snacks. Children celebrate different festivals and engage positively in activities to support their understanding of other cultures. The setting focuses upon emotional and physical health, and cultural diversity, as they embrace and welcome everyone into a wholly inclusive environment. As a result, children exhibit excellent skills. They know how to act safely indoors and outdoors, make excellent healthy eating choices and adopt good personal hygiene.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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