

Irby Primary School Preschool

Inspection report for early years provision

Unique reference number	306407
Inspection date	23/03/2012
Inspector	Virginia Taylor
Setting address	Irby Primary School Site, 40a Coombe Road, Irby, Wirral, Merseyside, CH61 4UR
Telephone number	0151 648 2944 or 07979 827 655
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

Irby Primary Preschool was registered in 1993 and is run by a committee. The pre-school has sole use of a mobile unit situated within the grounds of Irby Primary School in the Wirral, Merseyside. The children also have access to the school hall. They access a fully enclosed outdoor play area. The pre-school opens Monday to Friday from 9am to 3.30pm during term time only. Children from the local and surrounding area attend the pre-school.

The pre-school is registered to care for a maximum of 34 children aged from two years to under eight years at any one time. Of these 34 may be in the early years age group. There are currently 45 children on roll of whom all are in the early years age group. Of these, 41 receive funding for early education. Children attend a variety of sessions. The pre-school supports children who speak English as an additional language. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager who work directly with the children. All staff hold a qualification at level 3 in early years. The pre-school receives support for the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and clearly enjoy the time that they spend at the pre-school. An effective key person system is in place to ensure that children are fully included. Staff skilfully adapt activities to ensure all children have opportunities to make good progress in their learning and development. Most routines and resources are well organised. Outstanding partnerships with other practitioners ensure the excellent transition of children into school. All staff regularly review their practice and demonstrate a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the organisation of snack times to support the development of independence skills
- improve resources to develop and build children's imaginations.

The effectiveness of leadership and management of the early years provision

Children are well protected in the pre-school as staff have a good awareness of safeguarding issues. Robust recruitment procedures are in place and implemented well. This results in all staff being checked for their suitability to work with

children. The completion of regular risk assessments and daily checks ensure that children are safe to move around the pre-school. Staff attend on-going training to increase their knowledge and update their practice. All records required for the safe and efficient management of the pre-school are in place.

The pre-school has a range of resources covering each of the areas of learning. However, there are fewer resources to develop and build children's imaginations in the role play area. This impacts on opportunities for children to engage in imaginative play. The manager has a clear vision of how she wants the setting to improve. The pre-school staff have recently reflected on their practice using structured programmes and have made improvements to their outdoor provision. The previous recommendations have been enthusiastically met, having a positive impact on improving outcomes for children.

Engagement with parents and carers is good. This is particularly beneficial for children who speak English as an additional language. The pre-school provides a programme to support the 'settling in' period for both parents, carers and children. Their views are sought through the use of parental questionnaires, daily information sheets and newsletters. A well-resourced parent board is located in reception and a suggestion box gives parents and carers an added opportunity to voice their views about pre-school.

Equality and diversity is effectively promoted throughout the setting. The relationship between the pre-school, the school and other professionals are outstanding. The extremely valuable relationships that have been fostered are hugely beneficial for children. The continuity of care and smooth transition between pre-school and school are highly effective.

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

Staff have a good understanding of the Early Years Foundation Stage and use this to effectively plan children's continued learning. Children take part in a wide range of physical activities through an interesting and engaging outdoor environment. This includes both large and small climbing apparatus and balancing beams. Consequently, children explore, test and develop physical control. All the equipment located outdoors is well organised. The children use it with confidence, particularly riding bikes and trucks along the sensory trail. All children have access to free flow outdoor and indoor play with the advantage of a large sunshade. Children have some opportunities to develop their self-help skills. An example of this is when they access their coats and Wellingtons independently from racks situated outside. However, the organisation of snack times is not fully embedded to further enhance the development of independence skills.

Children show a good understanding of how to keep themselves safe and this is complemented by visits from the local police. They learn good hygiene routines as they are encouraged to wash their hands after using the toilet and before eating. Children show high levels of understanding about the impact of these activities.

Good manners are promoted well with children spontaneously saying please and thank you. They have regular opportunities to use information and communication technology on a daily basis to effectively support their learning. The children enjoy using the computers, digital cameras and an interactive white board with confidence. This effectively develops their skills for the future. Children show good name recognition, which encourages a sense of belonging to their pre-school. They have a wide range of opportunities to explore different textures and sensory materials in well-resourced areas. Children have many chances to develop pre writing skills in the creative area. They make patterns with sand, experiment with water and malleable materials. Children have access to a well-resourced book area, where they can go for quiet periods and develop their language for thinking. They are learning to recognise and value peoples' differences. This is through the celebration of festivals and accessing resources, which positively reflect race, gender and disability.

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	1
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
--	---

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

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