

Sparrows Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Sparrows Pre-School opened in 1991. It operates in a single storey building with an enclosed outdoor area in the grounds of Meadow Primary School, in Epsom, Surrey. Children also have access to the school playground. The pre-school serves the local and surrounding areas of Stoneleigh, Worcester Park and Ewell. The pre-school is open Monday to Friday from 8.55am to 12 noon during term time. Younger children attend the afternoon session from 12.50pm to 3.10pm. There are currently 58 children on roll. The pre-school is registered on the Early Years Register. A maximum of 26 children in the early years age range may attend at any one time. The pre-school receives funding to provide free early education to children aged three and four years. The pre-school currently supports children with special educational needs and/or disabilities and those learning English as an additional language. There are 12 members of staff employed, of whom one is a qualified teacher. Nine staff members hold appropriate early years qualifications. The pre-school receives support from the local authority early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school promotes most aspects of the Early Years Foundation Stage well. Staff successfully meet all children's individual needs, including those with special educational needs and/or disabilities, and those learning English as an additional language. Partnerships with educational partners are excellent, and there are consistently good relationships with parents. Overall, the management and staff team evaluate their practice effectively to ensure the ongoing continuous improvement of the pre-school.

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 risk assessment clearly stating when it was carried out and by whom, date of review and any action taken following a review or incident .
- 20/02/2012

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

- check that fire doors are kept free from obstruction.

The effectiveness of leadership and management of the early years provision

Management and staff show a good understanding of safeguarding children procedures and follow robust policies. All staff are subject to thorough background checks to assess their suitability. Regular evacuation drills maintain and improve safety in the nursery; however, part of the route through the playroom to the fire exit would be more easily accessible if some of the equipment was relocated, so as not to hinder quick departure of the building in an emergency. Termly risk assessments are carried out by the pre-school committee's health and safety officer, but there is no record of the annual risk assessment, as required, which is a breach of a specific legal requirement. Although daily checks are carried out, they have failed to identify the hazards leading to the fire exits.

Overall, resources are used well to support children's learning, indoors and out. There are extensive and vibrant resources for children to use and which encourage their early writing skills. Many of the resources show the children's work such as the colourful firework display, which has a whiteboard underneath with key words such as 'whoosh', 'star' and 'moon'. As a result, children begin to write their own words and letters underneath, developing excellent early writing skills. Books on exploring space and activities to encourage children to make models using construction toys result in them becoming active and inquisitive learners. Mirrored builders' trays with white maize, space men and shuttles provide an atmospheric environment for children to learn about space. Management parents and staff work hard to ensure that resources are fully sustainable.

The pre-school has highly effective partnerships with local community members and early years professionals. Children learn about the wider community and keeping safe by talking with school crossing patrol people, nurses, police officers, fire fighters and the local dentist. Very good partnerships with the two main local schools successfully enhance continuity for children. There are strong relationships with a variety of professionals such the early years team, speech and language professionals and local portage worker.

Children learn about different cultures through exciting, creative experiences during role-play, such as the Chinese New Year, planned by staff to broaden their experiences. Children with additional needs receive skilful support from staff so their individual requirements are met well. As a result they make good progress and develop confidence.

Relationships with parents are strong and consistent. Key staff support children effectively and inform parents of their children's progress through useful, informal discussions, newsletters and questionnaires. The staff work closely with the parents' committee and children to self-evaluate practice effectively overall. They devise an 'action plan' to make improvements, so building on children's interests and achievements, and driving continuous improvement well.

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

Children and staff greet one another warmly when they start the day. Staff enthuse children as they self-register. Children's learning is encouraged by the welcoming atmosphere, which staff create. There is a wealth of colourful displays of children's work, which promotes their self-esteem. Children are encouraged to include others when they play and staff hold events such as a 'friendship week' to further support positive relationships. Children with additional needs receive good support and make good progress in their overall development. All children are supported well. Staff record their progress in all areas following detailed observations, which they then use to inform planning for children's future learning.

Children make great strides in securing the skills needed for future learning. They engage in early writing. For example, they 'write' down Chinese dishes that their friends order during pretend play. Children successfully develop a very good understanding of numbers and shapes and use different materials to secure their understanding. Some children confidently use numbers to add or take away and there are bold displays with number sequencing to support the development of these ideas. Children successfully develop further language and numeracy skills as these are incorporated well by staff into daily activities. Children gain some additional knowledge from trips into the wider community; for example, they all go to the local pet shop and buy rabbit food using real money. Children visit the grocers, buy a supply of fruit and vegetables of their choice, and gain further understanding of using real money.

Children develop good physical skills through using many toys and equipment such as balls, stilts, bicycles and a climbing frame regularly. Furthermore, staff provide a weekly keep fit and movement session for those children present. Children show a good understanding of what constitutes a healthy lifestyle and how to stay safe. Children know to wash their hands independently before they eat, or after handling the rabbit. Younger children benefit from staff support. Children learn about healthy eating as they choose from a selection of fruit, vegetables, salad and pitta bread. They work extremely well independently, enjoying making their own sandwiches and cutting up apples. They learn about safety effectively from staff and visitors to the pre-school, such as the road safety crossing person. Some children automatically get off their scooters on their way to pre-school and wait at the crossroads where she stands, showing their understanding of how to stay safe.

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
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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	1
The extent to which children develop skills for the future	1

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