

Byron Green Pre-School

Inspection report for early years provision

Unique reference number

EY439027

Inspection date

04/05/2012

Inspector

Julie Kelly

Setting address

Wrexham Close, Tenants Hall, Hollinwood, OLDHAM, OL8
4SQ

Telephone number

07979954470

Email

byrongreenpreschool@hotmail.co.uk

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

Byron Green Pre-school was re-registered in 2011. The premises are managed by Hollinwood Tenants Residents Association. The setting operates from a self-contained building, Tenants Hall, in the Hollinwood area of Oldham. Children have access to a large hall and an enclosed rear outdoor play area.

The setting is open from 9am to 3pm Monday to Friday term time only. A maximum of 32 children aged from two to under eight years may attend the setting at any one time. The setting cares for children aged two to four years of age. There are currently 42 children attending who are within the early years age group, of these 20 are in receipt of funding for early years education and seven receive the two-year-old funding. Children attend for various sessions and reside in the local area.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. There is a manager, deputy and two staff who work directly with the children. They are all qualified to level 3 in childcare. There is also an office administrator and volunteer on site. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy the time that they spend in this warm, friendly and inclusive setting. Staff are well qualified and have a secure understanding of the Early Years Foundation Stage. As a result, children's individual needs are well met. Children have independent access to a broad range of resources and activities which cover most areas of their learning. Partnerships with outside agencies are a key strength of the setting. Staff effectively monitor their practice ensuring that the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- review and develop the organisation of daily routines to give children time to pursue learning without interruption, specifically with regard to outdoor play
- review and develop the organisation of mealtimes to nurture children's social and self-help skills.

The effectiveness of leadership and management of the early years provision

Children are well protected through effective safeguarding procedures and staff's good understanding of child protection issues. Thorough recruitment and induction procedures are in place and implemented successfully to protect children. This ensures that all staff are checked with regard to their experience, qualifications and suitability to care for children. Children's safety and welfare is enhanced through the implementation of comprehensive safety measures and detailed risk assessments, which minimise hazards to children. All documentation is in place and of a high standard. Children are well supervised and an effective key person system is established. However, due to an oversight, the provider has failed to comply with the conditions of registration by caring for two-year-old children. This has no impact on the welfare of children as the correct requirements for adult to child ratios are consistently met. On this occasion, Ofsted does not intend to take further action and a process to vary the registration certificate is underway.

Staff are enthusiastic and motivated to continually improve and successfully identify the strengths and weaknesses of the setting. Staff consistently reflect on their practice, which has a favourable impact on children's learning and development. Equality and diversity is well promoted. The differing learning styles and needs of all children are recognised both in the provision of resources and organisation of the environment. Resources and activities are provided and used effectively, which help children to respect their own cultures and beliefs and those of other people. Children enjoy celebrating a wide range of cultural festivals such as Chinese New Year and Diwali.

Good relationships with parents and carers help promote security and consistency in children's lives. A well thought out system of a book and story sack lending scheme is established and enhances the development of children's learning at home. Parents and carers comment that they enjoy spending time reading the stories with their children. Relationships with outside agencies and other providers of the Early Years Foundation Stage are equally good. For example, staff share children's development records with other providers to promote continuity of care and learning.

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

Activities are well planned and reflect the interests of the children. For example, many activities are based around children's natural curiosity, such as investigating insects in the garden and learning about how plants grow. Children's progress is monitored and clear systems are in place to track children's progress towards the early learning goals. As a result, children make good progress in relation to their

starting points. Children with special educational needs and those who speak English as an additional language are well supported by knowledgeable staff who provide for their individual needs.

The learning environment is carefully planned so that children can choose what they do from an interesting and wide range of resources, such as the well-stocked creative area, home corner and construction area. However, the organisation of daily routines such as, snack time and tidying up reduces children's opportunities for uninterrupted play and to freely access the outdoor environment. Children thoroughly enjoy the time they spend outdoors. They squeal with delight as they chase each other, ride wheeled toys and practise ball skills in the fresh air, which enhances their overall well-being.

Children are effective communicators. They talk confidently about events that have happened at home. A well-resourced book area is available to help promote children's love of reading. Children join in enthusiastically as they recite rhymes and sing number songs. Children's behaviour is good. They are polite and well-mannered, and are developing strong, close relationships with each other and staff. Children are independent and sociable and manage their own needs well. However, there are some missed opportunities at snack and meal times to further develop their social and self-help skills. Mathematical concepts are well incorporated into the daily routine. For example, as they play children count in sequence, solve problems and use mathematical language such as 'full' and 'empty.' Such positive experiences support children in developing good skills for the future.

Opportunities to enhance children's learning in the local community are well developed. They take regular trips to the local park and shops, which promotes their understanding of the wider world very well. Using calculators, metal detectors, programmable toys and computers effectively support children's awareness of information and communication technology.

Good regard is given to developing children's awareness of personal hygiene. They clearly understand they must wash their hands before eating and after using the toilet to prevent the spread of infection. Snacks are delicious, appetising and promote children's good health. Children are developing a secure understanding of how to keep themselves safe as they practise the evacuation procedures regularly. They also participate in related activities, such as learning about road safety, and use a wide range of tools and resources safely. Good quality interaction and positive relationships with staff ensure that children feel confident and secure in this child-centred setting.

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	3
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
--	---

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