

Goodrington Methodist Pre-School Ltd

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Goodrington Methodist pre-school has been established since 1983 and re-registered in 2012. It operates from two rooms in a church building, in Paignton, Devon. The pre-school also has use of a kitchen, toilet and staff facilities. There is an enclosed outdoor play area. The pre-school is registered by Ofsted on the Early Years Register. They may care for a maximum of 51 children aged from two years and within the early years age range, at any one time. Of these, 12 may be under three years at any one time. There are currently 46 children on roll. The pre-school currently supports children who are learning English as an additional language. The pre-school is open each weekday from 9am to 3pm, during term times. Nursery education funding is available for children aged three and four-years-old. There are nine staff employed to work with the children, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have secure knowledge of the Early Years Foundation Stage framework and relevant requirements. They provide a highly stimulating environment where children learn through play. Excellent deployment of staff and organisation of resources results in exemplary support for children. Staff fully promote children's learning throughout most activities. Policies and procedures are in place in respect of children's health and well-being, most of which are effective in practice. Staff assess their childcare provision through self-evaluation. They demonstrate a good capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to practice forming letters correctly, for example, by labelling their own work
- provide consistently hygienic hand washing facilities, to improve protection of children's health and promote good practice.

The effectiveness of leadership and management of the early years provision

Staff take effective steps to minimise the risk of hazards to children. They conduct frequent safety checks and are conscientious in their practice. For example, they promptly remove spillages and remind children to 'be careful'. Premises are secure

with keypad systems in place. Staff carefully monitor people as they enter and leave the pre-school rooms. Robust vetting and recruitment procedures assess the suitability of adults to care for children. New staff and students complete a suitable induction programme, followed by appraisals to identify current skills and training needs. Staff have up-to-date information and knowledge of the Local Safeguarding Children Board procedures. They attend relevant training and inform parents about all policies, including child protection.

Staff create a highly enabling environment to enrich children's play experiences. They give careful consideration and thought to the organisation of resources. Toys and equipment are in very good condition and clearly labelled. Boxes and shelves are in children's reach, which encourages independent choice. Staff promote 'free-flow' play, which means that children can choose whether they want to be inside or out. Effective planning and provision for continuous learning in the outdoor area is evident. Staff are highly efficient and show a very good understanding of their roles and responsibilities. They work above the minimum ratio requirement, which means that there is an abundance of adult support and attention to children. Staff effectively promote inclusion and equality in their practice. They have good knowledge of children's individual needs and backgrounds. Resources reflect diversity, such as, disability, dual language and cultural traditions. These contribute towards children's developing respect and understanding of others. Staff act as good role models and children respond well to the positive approach in managing behaviour.

Staff compile a 'Learning Diary' for each child, which include photographs and evidence of emergent skills. Clear assessment procedures show starting points and current stages of development. Parents contribute to the records of progress and special achievements. For example, they write notes or provide a picture from home about their children, to share with staff. Feedback from parents is very positive. They comment on the welcoming, friendly environment and on how well staff meet the children's needs. Effective transitional arrangements are in place, which significantly contribute to children being ready for school. Staff also work in partnership with other agencies, in order to support children's welfare and development. Self-evaluation includes regular discussions, with a continuous review of activities and children's progress. Staff have a clear ambition for future improvement and continue to raise funds. At present, they are working towards further development of the outdoor play area.

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

Effective settling-in procedures result in children being secure and happy in the pre-school. Young children often attend the toddler group prior to starting, which means that they are already familiar with the building. When required, staff enable children to retain a personal comforter to minimise any upset or distress. Children quickly develop trust and respond to gentle suggestions, such as, placing their comforter nearby as they play. Warm relationships develop and children show a

keen sense of belonging. They find their names on arrival for 'self-registration' and eagerly join an activity. Children move around with competence and confidently express their preference. For example, they sit at the painting table and ask for 'a long brush' or 'a little one'. Daily activities and routines provide a good balance of child-led and adult-initiated play. Children readily explore and select play materials of their choice. For example, they take a box of musical instruments from a shelf to another part of the room. They show a good understanding of how to use them and comment on the different sounds they make.

Writing equipment is readily accessible indoors and outside. Children use a variety of mark making materials, such as, chalks, pencils and paints. They carefully colour in a pre-drawn picture or paint freely on plain paper. Staff prompt children's learning and independence in a number of ways. However, they do not always encourage children who are able to write their own names. Children benefit from fresh air and exercise during frequent outdoor play opportunities. They talk about the weather and think about appropriate clothing before going outside. For instance, they select waterproofs to wear when it is wet. On hot days they use sun screen and can play in the shade of the canopies. These decisions contribute to children's early understanding of being safe and healthy. Children learn about 'germs' and know when and why they should wash their hands. However, shared bowls of water do not reinforce good hygiene routines.

Children are cooperative and respond well to familiar signals, such as, 'five-minutes to tidy-up time'. Staff value children's efforts and promote their self-esteem. For example, they keep partial or complete models that children have made during the session. At circle time, children proudly show their creations and smile with pleasure as they receive a clap from the group. Children eagerly gather for singing and action rhymes. They repeat songs, mime and act out popular stories. Staff provide phonic activities, which link to language and literacy development. Children investigate and find out about things as they play. For example, they consider capacity and consistency as they pour water and make sand pies. Children develop good levels of concentration as they listen to stories and complete activities before moving on. They focus well and show interest as they play. This means that they have a positive disposition towards learning, which effectively contributes to their future skills.

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	1
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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