

Quarry Bank Pre-School

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

Quarry Bank Pre-School was registered in 2011 and is run by the Governing Body of the Primary School. The pre-school operates from one room within a children's centre in Brierley Hill, West Midlands. Children have access to an enclosed outdoor play area. The group serves the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register. A maximum of 24 children aged from two years to the end of the Early Years Foundation Stage may attend the pre-school at any one time. There are currently 49 children on roll who are within the Early Years Foundation Stage. The pre-school opens Monday, Tuesday and Wednesday from 9am to 11.45am and 12.30pm to 3.15pm, during school term times. Children attend for a variety of sessions. The pre-school provides support for children with special educational needs and/or disabilities and those who speak English as an additional language.

There are four staff members, who work directly with the children, all of whom hold an appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a warm, welcoming, stimulating child-centred environment in which children make good progress towards the early learning goals. The staff are motivated, highly qualified and experienced and have a wonderful knowledge of each child's individual needs and interests. However, resources to develop and support children's knowledge and skill in physical exercise, technology and diversity are limited. Comprehensive documentation is well maintained and relevant policies and procedures are suitably implemented in practice. Highly effective partnerships with parents and other agencies involved with the children contribute considerably to ensuring that they are safeguarded, receive any additional support they need and make the transition between settings with ease. The management team has a clear vision for the setting and use ongoing monitoring and self-evaluation to ensure that any priorities for future development are promptly identified and acted on to benefit the outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the use and resources of the outdoor play area to give children more opportunities to develop their physical skills in climbing, balancing and negotiating space
- provide a variety of resources to support and promote children's

- understanding of technology
- enhance the variety of visual resources of diversity to further support children's understanding of the wider world.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. Child protection procedures are clearly understood and meticulously applied. Rigorous and robust recruitment and induction procedures backed by ongoing relevant staff development and training ensure that all staff working with the children are suitable, capable and well qualified. Risk assessments, which cover all areas, equipment and outings, enable children to safely enjoy a wealth of activities, while developing their knowledge of how to keep themselves safe.

The setting is well maintained and ratios of staff to children are exceeded. Displays of children's work and age-appropriate resources create a child-friendly environment to help them to settle happily. Routines run smoothly and visual aids, such as signs and symbols, are used to help children understand these routines. The setting promotes inclusive practice at all times. Staff recognise and value children's differences and work well to ensure that each child and family is fully included in the life of the setting. All children are able to access a good selection of quality resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals.

The setting is pro-active in fostering strong partnerships with parents, carers and other professionals. Parents receive excellent levels of information about the setting and contribute relevant information. This enables staff to care for children according to their individual needs and in line with their parents' wishes. Staff make themselves available for feedback to parents each day. Staff also encourage parents to look at their children's photographic journals to share any progress at parents' meetings. Parents' views are valued and sought in the form of questionnaires. This information is used to raise standards and ensure continuous improvement of the setting. Parents are delighted with the setting and written comments displayed speak highly of staff, who they say are approachable and dedicated. Parents are happy that their children smile when they come to the setting and they are confident to leave them with the staff, knowing that they will be well cared for. The setting promotes outstanding partnership working with other professionals because staff recognises the importance of this to support children's individual needs. They have developed very good links with the local school, to ensure continuity of care and learning and a smooth transition as children move on in their education.

The management demonstrates a commitment to improving their practice and has a clear vision for the future to maintain continuous improvement. Regular staff meetings provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the management. Staff regularly attend various training courses to increase their knowledge and understanding of the Early Years Foundation Stage and to ensure that all are kept

up to date with changes. The management has a formal self-evaluation system in place, which includes strengths within the setting and identifies areas for development. For example, the recent re-development of the outdoor play space and entrance foyer to provide children with a more stimulating, learning environment.

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

Good relationships are evident between the staff and children. All children are happy, relaxed and settle well into the daily routines. Children bond well with staff and positively respond to the good levels of care shown to them as they develop a sense of belonging. All staff are qualified and demonstrate a confident knowledge and understanding of the Early Years Foundation Stage. They are effective in helping children progress well in all areas of learning. Key working is in place, which staff use to develop a secure knowledge of the children in their group to enable them to assess and plan for their future learning. Individual interests are considered when planning themes, valuing diversity within the group and methods used are effective. As a result, children make good progress.

Children learn through play in a warm, well-resourced environment. Behaviour is good in the setting. Children begin to understand the need to share and take turns and are appropriately supported by staff. They respond well to gentle reminders of using the equipment safely or walking sensibly when accessing outdoors. Staff promotes a positive awareness of diversity through discussion and the celebration of various events, such as the Queen's Golden Jubilee. They produced some very colourful art work, which is displayed in the room. Knowledge and understanding of the world is further developed as children take great delight in the planting area. They water their plants or learn about what happens to water as it travels down water pipes. However, visual images and resources depicting disability are limited. This means that children's thinking is not fully challenged to help them to embrace differences in people.

Children's language skills are developing as staff engage in play with them and take time to listen to them. Children are helped to recognise their own names and the names of their friends from planned activities. They are beginning to develop hand-control needed for later writing as they freely access a variety of mark-making materials in the writing area or draw using the oats and tools on the tray. All children undertake messy play activities, such as painting and sticking, using recycled materials to make a farm, which stimulates their creative development. Children's access to equipment using technology is limited and does not maximise their development of skills for the future. Simple mathematical and scientific concepts are introduced during story time and outdoor play as they sing number rhymes. Also during water play, children compare the size and volume of containers and objects. Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors, using the free-flow play areas. However, the limited resources available do not offer them any challenge or opportunities in their physical development for climbing, sliding, negotiating space

or avoiding obstacles.

Methods used to encourage children to follow effective hygiene routines, such as, hand cleansing before snacks or after nappy changing are routinely used with all children. The setting promotes healthy eating. Snacks are freshly prepared and are nutritionally balanced. Children enjoy healthy meals and snacks, which consist of a variety of fresh fruit and vegetables. They learn about healthy eating as they grow their own vegetables in the garden. Snack times are sociable occasions when children sit together and talk about their day. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment.

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	1
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	1

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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