

# Stoneyhill Pre-School

Baptist Church Hall, Ednall Lane, Bromsgrove, Worcestershire, B60 2JD

## Inspection date

Previous inspection date

04/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Secure and trusting partnerships with parents have been developed and there are effective procedures in place to share information.
- Children are very happy and settled and rush excitedly into the setting, ready to play with the toys and activities that staff have set out for them.
- The manager has a clear vision for the future and there are systems in place to identify weaknesses and act on these to ensure that improvement is sustained.

### It is not yet good because

- Children do not always have access to resources and equipment to develop their large muscle skills.
- Some staff have limited knowledge of the revised Early Years Foundation Stage Framework and the prime and specific areas of learning and, as a result, planning does not always clearly identify the next steps in children's learning and development.
- The key person groups are not always organised effectively to allow children to make choices or to be spontaneous in their play.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main play area, two annex rooms and the outdoor play area.
- The inspector held meetings with the manager and two key persons.
- The inspector observed children with the manager in the main play area.
- The inspector looked at children's records, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of three parents spoken to on the day of the inspection.

## Inspector

Becky Johnson

## Full Report

### Information about the setting

Stoneyhill Pre-School registered in 2012. It is a limited company and operates from four rooms and associated facilities in a church hall in Bromsgrove, Worcestershire. There is a fully enclosed area available for outdoor play.

The pre-school is registered by Ofsted on the Early Years Register. There are currently 24 children aged from two to under five years on roll. The pre-school is open each weekday

during school term times. Morning sessions are from 9.30am until 12pm followed by a half-hour lunch club until 12.30pm. Afternoon sessions are available from Monday to Thursday from 12.30pm until 2.30pm. Afternoon sessions on Tuesday, Wednesday and Thursday are for three- and four-year-olds preparing for school.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications. The pre-school provides funded early years education.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the programme for physical development by increasing opportunities for children to frequently use large equipment.

#### **To further improve the quality of the early years provision the provider should:**

- review and further develop the organisation of the key person groups to ensure that children are able to play flexibly and make choices within their play
- extend staff's knowledge of the revised Early Years Foundation Stage Framework so that observations are clearly linked to individual children's progress and all staff are able to effectively plan the next steps in children's learning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children rush enthusiastically into the setting to play with the range of toys and resources which staff have prepared for them. They make sound progress and are happy and involved. For example, they especially like the role play area where they dress up as fairies and characters from books. Planning and assessment is in place and is currently being updated to reflect the revised Early Years Foundation Stage. Most staff have an awareness of the framework revisions and are confident in using it to enhance children's learning and development. However, other staff are not clear about the changes regarding the prime and specific areas of learning. Although planning shows next steps for the group as a whole, it does not clearly identify children's individual development and progress needs. This means that some children's individual learning is not fully promoted.

Children use their imaginations well. They pretend to go shopping, filling the trolley with pizza and sweetcorn before 'cooking' a dinner of their favourite foods. Staff inventively develop this activity during the day by making a shop and providing children with tills and weighing scales to extend their learning. Children's language and communication skills are also developing well. They join in happily with their favourite stories and staff encourage

them to repeat familiar words and sentences. Some children extend the story, talking about the pictures they see and relating them to themselves as they talk about their pets. The use of props, such as 'Gerald the giraffe' encourages good listening and concentration. Children play cooperatively with their peers and are learning to share and take turns. Older children help their younger peers, for example, when adding pieces to the construction of a crane, helping them to find where the piece fits. Children are developing their own self-awareness. They look at themselves in the mirrors that staff provide for them, talk about the colour of their hair and eyes and then paint themselves before completing their masterpieces with woollen hair. Children have learning journeys with snap-shot observations and examples of their work, such as pictures they have drawn. Parents are involved in their children's learning both at home and in the setting, with the use of book bags encouraging parents to read to their children.

### **The contribution of the early years provision to the well-being of children**

Children's health and well-being are supported well. Staff provide children with healthy snacks of fruit and talk to them about the importance of eating a healthy diet. Fresh drinking water is available at all times and children independently help themselves when they are thirsty. Children enjoy time spent outside where they play in the water, competently filling jugs and watching as it pours through the guttering that staff have strategically placed on the wall next to the tray. The outside area is well equipped with items, such as pots and pans, a small trampoline, sand play, a den and wooden dexterity puzzles to develop children's small muscle and early mark-making skills. However, as this area is small, staff are unable to provide larger equipment and resources to promote large muscle skills, such as climbing and balancing. A PE session is organised one afternoon a week but not all children attend this. As a result, some children's physical development is potentially hindered.

Behaviour is good and children learn to share and take turns. Positive reinforcement is promoted and systems, such as the use of stickers, increase children's self-esteem. Staff offer praise, encouragement and support for every achievement, no matter how small. A key person system is in place which helps children to form secure emotional bonds with staff and to settle well at the setting. However, the use of the key person group is sometimes overly prescriptive during outdoor and creative activities and during snack times. As a result, children are not always able to make their own choices during their day about where and with what they want to play. The premises are safe and secure. Staff are able to identify and minimise any potential hazards through the use of ongoing risk assessments. They teach children how to use resources safely and they have developed simple rules for when walking to the outside area.

### **The effectiveness of the leadership and management of the early years provision**

Children are well safeguarded. The manager has a clear awareness of child protection procedures and has attended additional training to enhance her practice. All staff are aware of their roles and responsibilities in protecting the children in their care. Recruitment procedures are robust. All staff are checked thoroughly before being

employed and induction procedures are in place to help and support new staff. Staff appraisals are used to identify areas for improvement in practice and staff are encouraged to extend their knowledge and expertise by attending training. However, not all staff have yet developed a clear understanding of the revisions to the Early Years Foundation Stage Framework and not all staff are confident in being able to plan the next steps in individual children's learning.

Relationships with parents are strong. Parents are valued and their views are sought and acted upon. Information is shared with them daily, both verbally and through the use of a diary. Parents are happy with the setting and comments received are very positive. They say that staff are supportive, caring and provide help and advice. They like the equipment offered and say that there is always something for everybody to do. They comment that the group is like a little family and has a relaxed, homely atmosphere. The manager is able to identify the strengths and weaknesses of the setting. She has developed the use of action plans to enable her to implement the changes necessary to sustain improvement. Equality of opportunity is promoted and all children are welcome in the setting. Systems are in place to work in partnerships with other professionals to ensure that children receive any additional support they may need. Resources throughout the setting promote positive images of diversity and help children to learn about the wider world and value differences.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement

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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement

is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY444934
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	790085
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Stoneyhill Preschool Bromsgrove Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07826854583

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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