

Polesworth Pre-school Ltd

Inspection report for early years provision

Unique reference number

EY436946

Inspection date

23/04/2012

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

Polesworth Pre-school Ltd is run by a Limited Company. It opened in 1997 and was registered again in 2011. It operates from self-contained classrooms within primary school premises in Polesworth, North-Warwickshire. A maximum of 50 children may attend the pre-school at any one time. The pre-school is open each weekday from 8.45am to 3pm for 39 weeks of the year. All children in the pre-school share access to an enclosed outdoor play area.

There are currently 75 children aged from two to four years on roll, who attend for various sessions. Of these, 57 children receive funding for early education. Children come from the local area. The pre-school currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school is registered on the Early Years Register.

The pre-school employs 15 members of staff. Of these, 13 hold appropriate early years qualifications. One member of staff is working towards a degree level qualification. The pre-school is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a richly resourced environment, both indoors and outside, which allow the children access to a range of activities and experiences to stimulate their learning and development. The staff team works closely with parents, the schools and external agencies to ensure that individual children's needs are met. Overall, children progress well from their starting points. The manager and staff show a genuine commitment to self-evaluation and evolving practice. As a result, the pre-school continually improves for the benefit of the children.

What steps need to be taken to improve provision further?

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

- develop further analysis of observations to help plan 'what next' for individuals and groups of children.

The effectiveness of leadership and management of the early years provision

The manager has attended the 'designated person' safeguarding training. In addition, most of the team attend child protection training, with the intention that they will attend further safeguarding courses in the near future. All staff and regular visitors are appropriately vetted. Staff members and parents are kept aware of safeguarding issues and policies via an information board, including a safeguarding 'message of the week.' Therefore, the manager and staff clearly

understand what to do if they have concerns about a child's welfare, so that they are very well protected. The environment is safe, clean and secure and risk assessments and daily checks are carried out to maintain it. Children understand through simple rules how to use resources and therefore, move around the space freely and safely.

The pre-school is richly resourced and attractively laid out, which encourages children to try out different activities and enables them to progress well throughout the six areas of learning. Members of the staff team engage with the children in adult-led or child-initiated activities. They effectively use their knowledge and experience to extend the children's learning through questioning and conversation. The pre-school engages in continuous self-evaluation, which leads to improvement in practice. Staff are receptive to advice and ideas from external agencies and actively seek out successful approaches to tailor care and education to children's individual needs. Training plans are in place and one member of staff is progressing towards a degree level qualification.

Partnerships with the school and local advisory teacher are exceptional as there is regular contact for advice and ideas for improvement. The Reception teacher also regularly visits the pre-school to read stories and to get to know the children, who will be going into her class. Staff also invite relevant professionals into the pre-school to support children who require additional support. The pre-school has excellent relationships with the parents, who praise the support and communication they receive about their children's progress. Parents of children with special educational needs and/or disabilities are particularly pleased with the way the staff have worked with them. Children who speak English as an additional language are extremely well supported and families are actively encouraged to share their language and information about their culture within the pre-school. Staff work closely with parents to narrow attainment gaps by providing excellent support, links to external professionals, regular updates both verbally and through 'home link' books. In addition, staff supply activities for children to use at home, which extends their learning.

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

Children are happy, confident and secure as they move around the pre-school. Staff ensure that security and safety requirements are effectively met and share information with children on how to keep themselves safe by following instructions and having discussions. Staff treat children and each other respectfully and this is reflected in their behaviour. The children interact confidently with authorised visitors, which shows that they feel a strong level of safety within their environment. The children's physical well-being is actively promoted through a very strong health ethos. Positive hygiene practices and healthy food choices are promoted through very good hygiene routines. At mealtimes, children enjoy fresh, healthy food and they grow their own fruit and salads in the pre-school garden. The children grow strong and able in their activities. For example, they competently use assault course equipment and display high levels of skill as they cycle around a challenging sloped track.

Children are confident communicators and engage in conversation with their peers and adults. The highly stimulating environment also encourages questioning and embeds text, numbers and technology across the many areas, indoors and outside. Consequently, children use mathematical and descriptive language spontaneously in their play. For example, children count toys in a game, talk about how 'big' their chicks are going to grow, identify weeds and successfully recognise letters and signs around the pre-school. Staff make regular observations of children and their progress, which are recorded in their learning journeys. These are used to identify focus areas for development and provide a record of progress for parents. However, staff do not yet fully analyse observations to help plan 'what next' for individuals and groups of children. However, some planning does support or extend children's learning. For example, some activities are planned to develop children's confidence. The staff team plan to develop this further to ensure that children's individual needs are successfully met.

The children have regular opportunities to meet different members of the community, such as police officers, shopkeepers or people from different cultural backgrounds. The children's own diverse backgrounds are shared and respected particularly well through participating in celebrations or through meaningful objects and photographs. Children are confident to lead a circle time about a celebration from their home country, where they show photographs and share sweets. These activities mean that children develop a greater understanding of their community and feel more embedded within it.

Children are very happy, behave well and learn to respect each other. Staff promote this through resolving issues in a calm way, such as gently explaining to children why it is necessary to share equipment with friends. Where children require extra support, this is tailored to meet their needs. For example, using gesture along with speech for children with different communication needs. These approaches ensure that all children, regardless of their backgrounds, progress very well in their learning and development.

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	1
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	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	1
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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