

See-Saw Pre-School

Inspection report for early years provision

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Inspector

Veronica Sharpe

Setting address

East Barnwell Community Centre, Newmarket Road,
CAMBRIDGE, CB5 8RS

Telephone number

01223 211 945

Email

seesawplaygroup@tiscali.co.uk

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

See-Saw Pre-School is a registered charity managed by the East Barnwell Community Association. It opened in 2003 and re-registered in 2011. It has its own premises within the grounds of the East Barnwell Community Centre in Cambridge. There are two enclosed outdoor play areas.

The setting is registered on the Early Years Register to care for a maximum of 25 children in the early years age range at any one time. There are currently 54 children aged from two to under five years on roll, some of whom receive funding for early education. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language. It is open each weekday from 9am to 3pm during term time only. Children attend for a variety of sessions.

The setting employs seven members of staff, all of whom hold appropriate early years qualifications. One member of staff is working towards an early years degree. The setting 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.

Children develop warm relationships with their key adults and therefore are happy, settled and confident. Staff plan interesting and enjoyable activities that reflect children's interests, which helps to ensure they all make good progress towards the early learning goals. Strong links with parents and others involved in the care of the children help to ensure consistent and inclusive care. Outdoor areas are used daily, but lack the variety of the indoor provision. Most aspects of children's health are promoted well. Effective self-evaluation processes are in place and the setting has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide parents with clear information about the appropriate food content of lunch boxes in order to further promote children's understanding of healthy choices
- develop further the outdoor environment so it provides children with a broad range of challenging learning opportunities.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding procedures and attend regular child protection training to update their knowledge. Robust recruitment procedures

ensure any adults in contact with the children are safe and suitable to do so, which promotes children's safety. Clear induction procedures ensure new staff are fully aware of their roles and responsibilities. Staff keep children safe because they supervise them well and ensure the premises are secure and free from hazards.

The setting is spacious and bright. Cheerful wall displays show examples of children's artwork, promoting their sense of belonging. Resources within the setting are deployed effectively, enabling children to make their own choices about their play. Free-flow routines are well established so children have time to explore and extend their interests. The outdoor play areas are being developed further to enhance children's learning experiences, but do not currently offer the same varied opportunities as those indoors. However, staff ensure children use the outdoor environment on a daily basis, so they have ample opportunities for fresh air and healthy exercise.

Good partnerships with parents help to ensure secure and consistent care for each child. Parents say staff are friendly and approachable, and that their children are happy and enjoy their time in the setting. Each child is allocated a key person who works closely with parents and carers to ensure children's individual needs are known and met. Newsletters, a prominent notice board and daily conversation with staff ensure parents are well informed about activities and events. Good links have been established with other providers who work with the children. For example, they have regular meetings with the local nursery classes and primary schools, which help to prepare children for their transition into school.

Dedicated and experienced staff demonstrate an enthusiastic attitude towards improvement. They work well as a team and strive to implement changes that positively impact on the outcomes for children. New systems for planning enable staff to devise activities in response to children's ideas and interests. Self-evaluation has clearly established the priorities for development, showing the setting has a good capacity for continuous improvement.

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

Children thrive in this busy, active environment and make good progress in their learning and development. They clearly enjoy close relationships with staff and each other; they cooperate well together and their behaviour is good. Staff have a good understanding of the learning and development requirements and plan a broad range of learning opportunities that reflect each child's abilities and interests. Flexible routines enable children to make their own choices and develop their independence. As a result, they are active and inquisitive learners. Children enjoy story time and listen carefully to their favourites. The accessible book shelf is well used as children select stories independently to look at alone or to share with friends. They incorporate books into their role play, choosing a bedtime story for a pretend 'mummy' to read to her child before bed. Mark-making materials are popular and children access them freely, choosing paper, pencils and scissors to spontaneously make cards for their parents. They show a good understanding of colour, shape and number; for example, some children sort felt-tip pens into their

colours and count them.

Families from diverse cultures and linguistic backgrounds attend the setting. Staff work closely with parents to support those children with English as an additional language. They use visual images, labelling and body language to communicate effectively and ensure children feel safe and included. Resources, pictures and posters show children familiar images that represent their individual experiences so they feel at home. Parents are encouraged to attend and help their children settle, for example, attending a story session to translate the words. Outdoor areas are well used on a daily basis to provide children with ample opportunities for fresh air and exercise. Recent improvements, such as a new sand pit and a chalkboard, offer children additional learning experiences. Wet weather means children have fun splashing about in wellies, or use brushes and rain water to paint the building. Children develop their understanding of technology in enjoyable ways, for example, they learn about healthy foods using a computer programme. They show an understanding of how to follow simple instructions and use a mouse correctly. Wind-up timers help children negotiate and monitor sharing. Musical instruments are easily accessible and children have fun with maracas, and bang out rhythms on a small drum. Music and movement activities promote their interest in music, while encouraging them to be active.

Children have healthy snacks, which include fresh fruit and bread. They choose when to eat, and sit down in small social groups. An adult sits with them to promote good eating habits. Water is always available and children help themselves at regular intervals. At lunch time children eat food provided by their parents. However, in some instances this includes sweets, packaged snacks and sugary drinks and, therefore, does not encourage children to make healthy choices. Staff collect suitable information about special dietary needs. Children show a good understanding of personal hygiene because staff take the time to explain the importance of regular hand washing. They learn to keep themselves safe as they practise the fire drill and walk with an adult to the outdoor play area.

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	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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