

Elveden Pre-School

Thomas Alleynes High School,, Dove Bank, Uttoxeter, Staffordshire, ST14 8DU

Inspection date	08/02/2013
Previous inspection date	22/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The setting provides children with a welcoming and stimulating indoor and outdoor environment which ensures children make good progress in all of their learning.
- Children are supported well by staff to be aware and learn how to manage their feelings, show respect towards one another, take turns and share. This promotes trusting and secure relationships.
- Staff are proactive in identifying where children's development is below expectations and take swift action to ensure gaps are closing.
- Partnerships with parents and external agencies are strong and ensure children receive consistent support in their care and learning, to help them progress well.

It is not yet outstanding because

- Opportunities for children to develop their self-care skills and independence at snack time are not fully maximised by the setting.
- The setting provides children with fewer positive images of children with diverse physical characteristics and disability. This limits their understanding and value of peoples' similarities and differences in the wider world.

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 two playrooms, outdoor play area and bathroom. The inspector also completed joint observations with the manager.
 - The inspector took account of the views of parents/carers included in the self-evaluation and spoken to on the day of inspection.
 - The inspector spoke with the manager and staff about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures which included
- safeguarding and complaints, children's learning records, the setting's self-evaluation and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

Elvedon Pre-school was registered in 1998 on the Early Years Register. It is situated on the premises of Thomas Alleyne's High School, in the centre of Uttoxeter, Staffordshire and is privately owned. The setting serves the local area and there is a fully enclosed area available for outdoor play.

The setting employs four members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 and 6, including one member of staff with Early Years Professional Status.

The setting opens Monday to Friday, all year round. Sessions are from 8.45am until 2.30pm Monday and Thursday, and 8.45am until 12.15pm Tuesday, Wednesday and Friday. Children attend for a variety of sessions. There are currently 17 children attending who are in the early years age group. The setting supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- promote children's self-care skills and independence at snack time by providing them with the opportunity to take responsibility for carrying out small tasks, such as pouring their own drinks and serving their own food
- provide positive images of all children including those with diverse physical characteristics and disabilities, to broaden children's understanding of the wider world.

Inspection judgements

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

All staff have a good understanding of how to engage with children and recognise that children learn best through play. Staff demonstrate a good knowledge of the educational programmes and provide children with a broad range of challenging experiences across the seven areas of learning. This ensures all children make good progress and are well-prepared for their next stage in learning, such as school. Children enjoy a bright and interesting environment and easily access a wide range of stimulating resources. This enables them to explore, investigate and make independent decisions about their play. Resources and many posters displayed on the wall support children in learning about different ethnic groups within our society. In addition, children are made aware of different religious celebrations and events. For example, they enjoy colouring pictures to learn about Diwali and make snakes out of paper plates linked to Chinese New Year. This also develops their skills in expressive art and design. However, there is scope to improve the positive images staff provide for children which show diverse physical characteristics and disabilities within the wider world, to further help children value peoples' similarities and differences.

Staff plan and monitor children's learning very well. Regular observations are undertaken by staff in the setting and parents at home and are recorded in children's developmental folders. Staff use the information well to assess the good progress children are making and identify their learning priorities. Staff have high expectations of all children and they are strongly focussed in identifying any gaps in children's learning. Staff have in-depth conversations with parents to share their views and secure timely interventions with external agencies, such as speech therapists. As a result, children receive the support they need to progress well towards all the early learning goals, over time, given their starting points.

Children demonstrate the characteristics of effective learning. They are developing good skills in communication and language. Children confidently use language during play as a powerful means to share their feelings, experiences and thoughts. For example, whilst exploring pictures of dinosaurs, some children use descriptive words, such as 'bumpy', to describe a dinosaur's back. Other children use words, such as 'ziggy-zaggy', when discussing the features of an angry face, as staff effectively question children to prompt their thinking and support them to explore feelings. Children also use language to explain what is happening in the present and to recall and describe experiences from the past. For example, a child clearly explains to an adult how they like camping in a grey tent with their mommy. The child describes the pink slippers she is wearing in the setting and the black shoes with a buckle, that the adult is wearing. All children are developing good skills in literacy. They enjoy adult-led activities that encourage them to investigate books and explore sounds and letters. They also benefit from being able to choose to sit in a quiet corner of the playroom and read their favourite story books alone or with an adult.

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

Children are supported well to ensure they experience a smooth transition from home to the setting. They receive a warm welcome, together with their families, from all staff and benefit from a gradual introduction to the setting. Therefore, strong and trusting bonds are formed and children settle very well. Children demonstrate friendly behaviour, initiate conversations and show confidence in new social situations. For example, they confidently talk with unfamiliar adults, such as the inspector, showing an interest in the inspector's laptop and discussing the computer used at home. This also demonstrates that they feel safe and secure.

Children receive lots of support from all staff to be aware of their own feelings and accept the needs of others. For instance, staff gently discuss with children their feelings of being cross when they demonstrate frustration in not being able to play with toys being used by others. Children respond very well to the clear explanations they are given by staff about sharing and welcome the praise they receive when they do take turns. This develops their self-esteem, self-confidence and supports their emotional well-being.

Children enjoy lots of fresh air and exercise promoted through daily experiences outdoors. They enjoy doing things for themselves and concentrate well as they help staff with putting on their coats and wellington boots. When outdoors children thoroughly enjoy

developing their physical skills by riding wheeled toys. They learn about the outside world by growing flowers and salad items, such as beetroot, which they proudly take home. Older children observe the effects of activity and the weather on their bodies. For example, after being outdoors a child exclaims, 'I need my gloves because my hands are cold!'. All children enjoy responsibility of carrying out small tasks. They tidy away play resources when finished and wash their hands after using the toilet, before snack time and after they have sneezed. This develops their good understanding of keeping themselves safe and healthy. However, there is scope to improve opportunities provided for children to develop their independence and self-care skills at snack time. Children do not always butter their own toast, serve food or pour their own drinks.

There is effective partnership working with other early years professionals, such as teachers, when children move onto school. Staff are proactive in ensuring there is a good two-way flow of information with teachers and children are well prepared for the transition. For example, to support some children going to school, staff are planning to complete a 'My Memories' record of experiences children enjoy at pre-school and during their introduction to school.

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

All staff fulfil their responsibilities in meeting the safeguarding and welfare requirements of the revised Statutory Framework for the Early Years Foundation Stage. Comprehensive policies and procedures are understood and followed by staff and parents which ensures any concerns are prioritised and dealt with effectively. Staff have a good understanding of how to protect children from harm and access training with regards to safeguarding. All areas of the setting are organised well both indoors and outdoors and all hazards are identified and minimised successfully. This ensures children are cared for in a safe and secure environment. Staff are recruited and vetted very well so that children are cared for by suitable adults who are enthusiastic and motivated.

All staff demonstrate a secure knowledge and understanding of how children learn and develop. When gaps in children's learning are identified or children have special educational needs and/or disabilities, the setting works well with other professionals, such as speech therapists and psychologists. This ensures all children receive the support they need and benefit from consistent care and learning.

Practice within the setting is monitored well. Staff benefit from working closely with the manager every day who supervises and observes their practice. Staff work well as a team and provide each other with mutual support and coaching. Annual appraisals and a good training programme ensures all staff develop their knowledge and skills and improve their personal effectiveness. The achievements of the setting and areas for improvement are successfully identified by staff and parents. The organisation of the setting is constantly being evaluated to ensure the children's changing needs are being consistently met. For example, the book corner has been moved to provide children with a quiet area to read books and a younger children's area is being developed to improve their physical skills.

Parents play an active part in the setting and contribute to all decisions made about their children's care and learning. Parents are encouraged to support and share information about their child's learning observed at home and are kept well informed about their children's progress. Discussions with parents demonstrate that they are very happy with the care and learning opportunities offered to their children. They comment on the welcoming and friendly environment and the flexibility and sensitivity shown by staff in order to meet their children's needs. They comment on how well their children settle and the good progress their children make.

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 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

Unique reference number	218140
Local authority	Staffordshire
Inspection number	818133
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	17
Name of provider	Christina Ruth Hollins
Date of previous inspection	22/09/2009
Telephone number	01889 561838

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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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