

Baddeley Green Pre-School

Milton Parish Centre, Baddeley Green Lane, Stoke-on-Trent, Staffordshire, ST2 7EY

Inspection date	23/01/2013
Previous inspection date	05/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		3

The quality and standards of the early years provision

This provision is good

- Children delight in their play and learning and they make good progress across the seven areas of learning. They are happy and settled at the setting. They are developing the habits of effective and motivated learners.
- The manager plays a vital and proactive role in supporting and coaching the staff to further enhance play and learning activities to secure all children's good progress.
- Children's behaviour is consistently good. The care, guidance and support they receive from staff ensure that the children are emotionally secure and are making great strides in their personal, social and emotional development. The strong and trusting relationships between staff and parents also promotes the child's positive self-esteem.
- The manager has developed effective partnerships with other key agencies, including the local school, children's centre, and speech and language service. Together they target sensitive and effective support and services to children and families made vulnerable by their circumstances. The setting's safeguarding arrangements are also strengthened as a result of this effective multi-agency working.

It is not yet outstanding because

- The use of the next steps in children's learning is not consistently used to support the effective monitoring of all children's progress in their learning across all seven aspects.
- The system to monitor the practice within the pre-school by the committee is not sufficiently well developed to ensure that there are no shortfalls in the practice and is

overly reliant on the manager.

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 inspectors observed activities in the main play room and the outside learning environment.
- They held meetings with the manager of the provision, who is also the nominated person, and spoke briefly with a committee member.
- They looked at children's assessment records and planning documentation.
- The inspectors checked evidence of suitability and qualifications of practitioners working with children, and improvement plans.
- They took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Deborah Jane Udakis

Full Report

Information about the setting

Baddeley Green Pre-School opened in 1979. It operates from one main room in Milton Parish Centre in the area of Milton, Stoke on Trent and it serves the local area. There is a

secure enclosed outdoor play area for children's use. The setting is open each weekday from 9:30am to 12.30pm during school term times only.

Baddeley Green Pre-School is registered on the Early Years Register.

There are currently 30 children on roll of whom 30 are in the early years age range. The setting is in receipt of funding for the provision of free early education to children aged three years. It currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs 6 members of staff who work directly with the children. Of these, six hold Level 3 qualifications, and two are working towards a Foundation degree in Childhood Studies.

What the setting needs to do to improve further

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

- ensure that a detailed and accurate analysis is consistently made of each child's learning priorities to improve the use of the ongoing assessment to plan for children's next steps in their learning
- improve the effectiveness of the managing committee to ensure the positive management of staff performance, and to monitor and evaluate the effectiveness of the setting, including the implementation of the Early Years Foundation Stage requirements.

Inspection judgements

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

A well-resourced learning environment, effective planning, and practitioners' secure knowledge of how children learn and develop supports children's good progress across all areas of learning. Activities capture children's interest and extend their learning. For example, planning is adapted to take account of children's interest in the snowy weather and to provide opportunities for them to learn through exciting outdoor play.

Children are confident in communicating their needs and preferences, and are enthusiastic to learn. Their learning is enhanced by frequent use of visual aids such as puppets, to promote children's language skills and reinforce their understanding of good behaviour. Daily phonics sessions help to secure children's understanding of sounds and letters. Toby, the Talking Teddy, is a much loved and effective prop, used during a phonics session, to engage children. When asked, a child holds Toby Teddy and recalls the rules for good

behaviour, such as, 'using walking feet' and 'kind hands'.

Children of different ages show they are confident to communicate with staff. For instance, younger children seek out staff for reassurance and support during their learning. They ask for stories to be read to them and recall their favourite rhymes. The older children confidently speak out in phonics sessions; they make clear links to their learning as they refer to objects and children's names beginning with the letters and sounds. Children who have special educational needs are supported well and make good progress in all aspects of their learning and development. They are well integrated into the group and access all activities provided. There is clear evidence of the gap narrowing between the achievement of the least and most able children because staff know the children's individual learning needs well and make effective use of planning to ensure that activities are targeted to meet these needs.

All children make good or better progress and all are well prepared for school. Staff complete assessments of children's progress over time and involve parents in their child's learning. Staff, confidently and accurately describe individual children's development and progress. Written assessments are predominantly effective. However, in a few instances, children's learning journeys do not clearly set out the next steps in the child's learning to fully support the effective learning that is taking place.

Children are encouraged to be active learners. For instance, staff provide a group of three- and four-year-old children with real bread to use in the toaster and the oven of the designated role play area. This supports children's personal, social and emotional development as they link their play to actual experiences. Staff then build on this experience to develop children's caring instincts and their understanding of the world around them. The children take the bread outdoors to feed the birds 'who will be hungry as they can't find worms in the snow'. Experienced and professional staff ensure that children make good progress across all areas of their learning and development.

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

Children show a great deal of enthusiasm and confidence when they arrive at the setting. They receive a warm greeting from staff and they quickly settle into routine activities, such as self-registration. On the rare occasion that children become upset, they receive the care and attention of staff, including lots of cuddles and reassurance to help them settle into the group.

Children's good behaviour and their personal, social and emotional development are well promoted as they are encouraged to engage positively and to interact with each other socially. The setting's 'Golden Rules' for behaviour are positively reinforced through activities. Staff are positive role models and they encourage and support children's consistently good behaviour through praise and encouragement. For instance, one adult complimented children, 'thank you for your fantastic sitting'.

The key worker system is well-embedded. All children are well-known to staff who understand children's needs. Children are developing strong emotional attachments and

bonds with other children and staff. The setting is very safe and secure. Children are physically and emotionally secure and safe in the care of kind, loving staff who place the welfare of children as their highest priority. All parents, who made their views known, said their child feels safe and secure at the setting.

Children's good health is promoted well through healthy eating and access to physical exercise each day. For instance, during the inspection, the children loved their time in the outdoor play area, exploring the snow and hearing the crunch of snow under their feet. They are able to access a range of climbing equipment to help them develop their physical abilities and enable considered risk-taking. Staff have a good knowledge and understanding of how to promote healthy lifestyles because they all attend relevant training to enhance their professional practice. Consequently, they use their knowledge to help children to keep themselves safe. For instance, the settings 'Golden Rules' are well understood by the children, who were heard reminding others to use kind hands and not to run indoors.

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

The manager of the setting, who is also the nominated person on behalf of the management committee, was appointed to her role in September 2012. She is suitably qualified for the position and is continuing on her professional development as she is completing a Foundation Degree in Early Childhood. She prioritises her professional development and ensures that she and her staff attend regular training events throughout the year, to drive improvements in their practice. Some members of the management committee provide effective leadership. For instance, the chair facilitates the manager's performance management review, and makes valuable contributions to the recruitment of staff. However, other committee members play too little a part in the monitoring and evaluation of the effectiveness of the setting, and lack a thorough enough understanding of the requirements of the Early Years Foundation Stage framework to effectively support the setting. As a result, there is little evidence to show how committee members evaluate the setting's strengths and areas for development. They play too little a role in monitoring the practice of the setting. In addition, there is too much reliance on the manager to ensure all requirements are met. Nevertheless, there are clear action plans in place, produced by the manager, to support continued improvement.

The manager has embraced the new Early Years Foundation Stage framework and is working closely with staff and the committee to ensure requirements are met. She has established an appropriate system of observation, assessment and planning which supports children's good progress. She monitors the work of staff to ensure children's progress is assessed and evaluated. The manager explained that further improvements are planned to ensure greater accuracy of baseline and ongoing assessment and the consistent application of children's next steps in learning in planning. She knows this is vital to support children's good progress.

Safeguarding arrangements are well-embedded and secure. The setting's safeguarding policy provides clear direction to staff regarding what to do if an allegation is made or

concerns arise about the welfare of children. Effective safer recruitment arrangements are well-understood and implemented. To further enhance safeguarding at the setting, the manager has established good inter-agency working arrangements with key partners, such as the speech and language therapist, the local school, and the nearby children’s centre. Effective communication between them ensures that no child is left to 'slip through the net'; safeguarding concerns are swiftly identified and appropriate action is taken to ensure the most vulnerable children and families receive early help and targeted intervention.

Partnerships with parents are strong and the manager prioritises the establishment of trusting relationships with families, and is successful at doing so. One parent commented, 'My (child) thoroughly enjoys coming to pre-school and loves all the staff. It seems to continue to get better and better.' Another said; ' Just a wonderful place to be. (My children) grew in confidence and learned how to interact with other children and adults'.

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	224702
Local authority	Stoke on Trent
Inspection number	902375
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	30 - 0
Total number of places	36
Number of children on roll	30
Name of provider	Baddeley Green Pre-School and Toddler Group
Date of previous inspection	05/05/2010
Telephone number	07900563766

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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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