

Oakengates United Church Pre-School

The United Church, Stafford Road, TELFORD, Shropshire, TF2 6JN

Inspection date	25/03/2013
Previous inspection date	09/12/2009

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

- Staff recognise the uniqueness of each child and plan well for their individual needs, likes and interests, therefore, all children receive an enjoyable and challenging learning experience.
- Good quality planning, observation and assessment ensure all children make good progress in relation to their starting points and capabilities.
- Effective partnerships with parents and carers ensure they are kept well informed about the setting and about all aspects of their children's achievements and progress.
- Children are kept safe and their care needs are met well by enthusiastic staff who are effectively supported by the strong leadership team. Consequently, the provision for children is good.

It is not yet outstanding because

- There is scope to extend the use of resources and activities that support children's mathematical development which encourage them to explore and experiment with different materials and textures.
- Resources, such as, the sand, water and arts and crafts are not always freely available throughout the session for children to use and experiment with at their own leisure.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playroom.
- The inspector held a meeting with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Oakengates United Church Pre-School opened in 1968. It operates from the hall and meeting room in the United Church Hall in Oakengates, which is a suburb of Telford. Children attend from a wide catchment area. The pre-school is registered on the Early Years Register. Currently, there are eight children on roll, all of whom are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports children with special needs and/or disabilities. Children attend for a variety of sessions.

The pre-school is open five days a week during school term time. Sessions are from 9.15am to 12 noon, Monday to Thursday with a lunch club from 12 noon to 1pm. The pre-school employs two staff who hold appropriate early years qualifications at level 3. There are two volunteers, one of whom holds an appropriate early years qualification at level 2 and one is working towards a qualification at level 2. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the educational programme for mathematics by, for example, planning opportunities for children to explore and experiment with weight and measure in sand, water and role play
- improve opportunities for children to freely access a range of media and materials throughout the session, to further enhance their learning and enjoyment of exploring the activities independently.

Inspection judgements

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

All children, including those with special educational needs and/or disabilities, are included, valued and supported well to make good progress in relation to their starting points and capabilities. Staff plan and provide rich and stimulating experiences which offer planned, purposeful play and exploration, which are enjoyed by the children. Systematic observations and assessment of what the children can do are used effectively to inform planning, and enable staff to support and extend children's learning. For example, staff use information gained from observations to adapt activities for the varying learning needs within the group.

All adults are deployed well to support children's learning and their care needs. For example, the small nature of the group and high levels of adults in relation to children attending, results in a good level of interaction and support for children. Parents contribute to the children's initial and ongoing assessments and are kept well informed about their children's achievements and progress. They receive a detailed written report on the progress their children make across the seven areas of learning.

Children make good progress in their personal, social and emotional development. They are happy and confident and settle easily into activities and show sustained levels of interest and enjoyment in what is provided. Children increase their independence and self-help skills well as they move around the room deciding what to do and as they serve their own food and drink at snack time. Children's communication and language is supported well because staff use positive teaching methods, such as, giving clear explanations, asking challenging questions and introducing new ideas, concepts and vocabulary. Children develop their spoken language and listening skills through sharing conversations with adults. For example, children enjoy circle time and they eagerly discuss the weather, recall what they did at the weekend and share their ideas and interests.

Staff provide a good range of resources for children to build secure foundations for early literacy. They place a clear emphasis on helping more able children consider the initial sound of words and linking sounds and letters. For example, staff use interesting props, such as, toy animals, puppets and a variety of objects in a box to encourage children to consider the initial sounds of words. Many children know print carries meaning as they understand simple and familiar words, such as days of the week, and recognise their own and others names. In addition, opportunities for children to make marks and write are incorporated well in the role play area. For example, a group of children are effectively supported by an adult to make a menu. They confidently make marks, draw pictures, and some write recognisable letters. Some children can write their own names and other letters of the alphabet. Books are used well to reinforce topics and learning. For example, the children's favourite stories are used as a base to help plan other activities and experiences to build on children's interest.

Children's mathematical learning is fostered well and children show a keen interest in shape, pattern, size and sort. They have good opportunities to problem solve as they build with construction toys, complete puzzles and use the computer. Staff use the routine well to incorporate problem solving, counting and calculation, such as at snack time and early calculation as they participate in singing number rhymes. However, staff do not often enough incorporate a mathematical component, such as, weight, measures and capacity and numbers in areas, such as, the role play, sand and water, to further enhance children's mathematical learning.

Staff provide a varied range of opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials, small world toys and role play resources. In addition, staff provide a broad range of opportunities for children to explore a variety of painting techniques and use their senses to explore resources, such as, cooked pasta, shaving foam, soap flakes, soil and water. However, some resources, such as, the sand, water and arts and crafts materials are not consistently available

throughout the session. This means children do not always benefit from increased opportunities to explore and experiment with at their own leisure.

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

Children are happy and settled because relationships with staff are warm and positive. They enjoy the familiar routine. For example, they self-register on arrival, help tidy up and happily get organised for their snack. Children continue to be excited and motivated to learn throughout the session and show good levels of interest during circle time. Staff use a gentle and nurturing approach to behaviour management and children are well behaved and learn about sharing and taking turns. The well-embedded key person system means adults know the children well and provide effectively for their care. Overall, the stimulating and welcoming environment is used to good effect to support the children's all-round development and growing independence.

Staff place a good emphasis on children learning how to stay safe. For example, topics, such as 'people who help us' and 'working dogs' has led to children learning about the police, guide dogs and mountain rescue. There is no outdoor area available for the children to use, however, daily opportunities for physical play are incorporated well indoors during the session. For example, children use the trampoline, climbing frame with a slide, obstacle course and smaller equipment, such as, bean bags, hoops and balls. In addition, daily music and movement sessions are thoroughly enjoyed by the children. A weekly 'forest schools' session at a local venue offers children good first-hand experiences outdoors in the fresh air. Staff and children adopt effective hygiene practices to prevent the spread of infection and first aid requirements are met to secure the children's health and well-being. Children enjoy a healthy snack consisting of toast, fruit and milk.

Children attend from a wide catchment area and therefore transfer to many different schools. Staff place a good emphasis on preparing children for school and they work with schools to share information and staff visit, where possible, to help children become familiar with the school staff.

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

The committee and manager are experienced and have a secure overview of the setting and their responsibilities in meeting the requirements of the Early Years Foundation Stage. The committee members support the manager and deputy well to ensure the smooth running of the setting. For example, the manager is involved with the care of the children and the chair of the committee also chooses to play an active role in the care of the children. This enables them to work together to monitor the educational programmes to ensure children make good progress in their learning.

Systems for self-evaluation highlight the pre-school's strengths and weaknesses and clear action plans are used to prioritise areas for development. Significant progress has been made since the last inspection. For example, recommendations in relation to large group activities, such as circle time and snack time, and observation and assessment have been

fully addressed. Consequently, children show good levels of interest and enjoyment and make good progress given their starting points. By placing a clear emphasis on professional appraisals, supervision, coaching and support, this has resulted in improvements for children in their care, well-being and education.

There are effective vetting procedures in place to ensure adults caring for children are suitable to do so. All the required records, including risk assessments, policies and procedures to ensure the safeguarding and welfare of children are in place and up to date. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. A well-motivated staff team supervise children well and give good priority to keeping children safe.

Parents and carers are kept well informed about the provision, curriculum and all aspects of their children's achievements and progress. For example, notice boards, regular newsletters and information about topics, activities and how parents can support their children's learning, contributes well to helping children make good progress. All parents and carers spoken to on the day of the inspection are extremely satisfied with the service offered and the information they receive about their child's care and education. Partnerships with other agencies are effectively established to help support children's care and education.

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 action. 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	208242
Local authority	Telford & Wrekin
Inspection number	907656
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	8
Name of provider	Oakengates United Church Pre-School
Date of previous inspection	09/12/2009
Telephone number	07788 678582 mobile

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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, which are usually the childminder's 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
Store St
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M1 2WD

T: 0300 123 4234
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