

Sidemoor Pre School

Peartree Childrens Centre, Broad Street, BROMSGROVE, Worcestershire, B61 8LW

Inspection date	16/07/2013
Previous inspection date	05/03/2012

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

- Children are happy and settle well as the staff team work together to create a bright, welcoming environment.
- Safeguarding is given a high priority and as a result, children are safe and secure.
- Children behave well as staff are positive role models and provide the children with appropriate boundaries.

It is not yet good because

- Planned learning experiences do not always consider children's next steps in learning or their interests. As a result, children's learning and development is not always fully supported and they do not make best progress.
- Parents have fewer opportunities to contribute to their child's learning. This does not fully support them in helping to promote children's next steps in their learning.
- Monitoring of staff practice is inconsistent and weaknesses in practice are not clearly identified. Consequently, children's needs and learning styles are not fully supported.

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 spoke to several parents and gained their views about the pre-school.
- The inspector carried out a joint observations with the manager.
- The inspector observed the lunchtime routine.
- The inspector reviewed planning and assessment documentation.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

The Sidemoor Pre School was registered in 2008 and is on the Early Years Register. It is situated in purpose built premises in the Sidemoor area of Worcester. The pre-school serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play.

The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level three and above.

The pre-school opens Monday to Friday term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop planning and assessment to ensure children's next steps in learning are clearly identified and learning experiences consistently consider children's interests and learning styles.

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

- develop further opportunities to monitor staff practice to ensure gaps in knowledge is identified to ensure needs of children are met
- develop further occasions to support the engagement of all parents in their child's learning, for example, by sharing what they know their child can do contributing to planning.

Inspection judgements

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

Staff have a sound understanding of how children learn and develop. As a result, children make satisfactory progress from their starting points. Staff observe and assess children

on a regular basis. However, they do not use this information to effectively plan learning experiences that meet the needs, interests and learning styles of children. As a result, children's next steps in learning are not fully supported and they make satisfactory, rather than good, progress.

Staff satisfactorily support children's language and communication skills across the pre-school. For example, they share stories with the children who listen and repeat familiar text. Mathematics is supported through the use of action songs and rhymes. Children are encouraged to hold up their fingers and count along with the song. This helps to support children's understanding of number. Children develop their questioning skills as they make play dough. Staff encourage children to listen to each other and encourage them to ask questions as the texture changes. Staff promote the development of early writing skills as children independently access the interactive white board to make marks. They make letter shapes and associate the letters to their names. This helps children understand that letters carry meaning.

Staff adequately support children's next stage in learning as they satisfactorily help children to develop key skills that they will require to become ready for school. For example, children are encouraged to independently access the toilet and find their own name cards as they arrive at pre-school. They develop their speaking and listening skills through small group sessions where staff ask open ended questions. Furthermore, children's large and small muscles develop through access to an outdoor space that provides children with the opportunity to balance, jump and climb.

Effective partnerships have been developed with parents. Parents are full of praise for the pre-school and the staff. They talk about the welcoming environment that has been provided by the staff. Consequently, children adjust to their new learning environment quickly and are eager to learn. Information is shared on a daily basis with them through discussions. However, parents are not always encouraged to support and share information about their child's development at home in order to fully support children in their next steps in learning.

Transitions between pre-school and school are well supported. Staff share developmental and assessment records with the school. This ensures the school is informed about the children's next steps and learning priorities are identified. Staff work with the children and prepare them for what to expect at school. For example, they encourage the children to change into sports clothes when they have weekly physical education lessons. This helps children to prepare for the transition to school and develop their independence so they will be confident in their new environment.

Effective partnerships with other professionals, such as speech therapists, means that early intervention to support children effectively is provided. This contributes towards narrowing the achievement gap in children's learning and development. This ensures each child is valued for their uniqueness and is included.

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

The key person system ensures that all children form secure emotional attachments. Consequently, young children show a strong sense of belonging and demonstrate that they feel safe. They gain self-esteem quickly, learning to make friends with their peers. Children are enthusiastic to follow routines and tidy away after each play session. All staff have a secure knowledge of children's individual likes, needs and routines because they gather information from parents at the start. Staff offer reassurance if they need to, while also allowing children opportunities to explore their environment individually, under close supervision.

Children develop good self-care skills, for example, children are taught to wash their hands before snack time to clean away the germs. Snacks are nutritious and staff remind children of the food to eat to make them healthy. Water is available for children to access independently. This helps to support children's well-being. Staff manage children's behaviour appropriately. They are learning to respect each other and staff encourage them to share and take turns. Staff encourage children to adhere to safety rules at all times. Children are reminded not to run indoors and how to use scissors correctly. They do participate in emergency evacuation procedures and children have a secure understanding of staying safe and how to protect themselves in an emergency situation.

Children have plenty of opportunity to access fresh air as they have direct access to an enclosed outdoor play space. In addition, they participate in forest schools weekly where they have the opportunity to spend time outside exploring in the woods. This helps to support children's health and well-being. Transitions into school allow time for children to become confident with their new environment. Children visit their new reception class and their new teacher spends time getting to know the children before they move. This ensures the children settle quickly and are happy.

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

The manager understands her responsibilities in meeting the safeguarding, welfare and learning and development requirements. For example, she is clear about informing Ofsted of any changes or significant events. The pre-school gives a high priority to safeguarding. All staff are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are sound and reviewed regularly to ensure they reflect current guidelines and practice, including safeguarding. The pre-school keeps sound records of accidents, medication and attendance to further protect children and promote their welfare. There are effective recruitment and selection procedures in place and sound support for staff through the induction programme. This ensures that staff are suitable to work with children and fully understand their roles and responsibilities.

Children make satisfactory rather than good progress from their starting points as staff appraisals are not rigorous enough to identify some weaknesses in practice. Consequently, children's interests and styles of learning are not always supported. The manager ensures they have adequate systems for self-evaluation that inform the pre-school's priorities. These are used to set targets for improvement. For example, they identified that the

outdoor environment required development. This has recently been completed and allows children to develop their learning in the outside classroom. This demonstrates their commitment to continuing improvement and ensuring children access a learning environment that adequately supports their development.

Children who have special educational needs and/or disabilities, are supported because the staff welcome the involvement from any other agencies who are involved with them. This partnership working contributes to a consistent approach for the children. Staff have established good relationships with parents and those spoken to speak highly of the support and experiences their children receive. Links with the schools are well established and staff hand over transition reports, which help to ensure children's learning continues to improve and develop.

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	EY365014
Local authority	Worcestershire
Inspection number	873660
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	45
Name of provider	Sidemoor Pre-School Committee
Date of previous inspection	05/03/2012
Telephone number	01527870828

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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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