

Greystones Pre-School

Inspection report for early years provision

Unique reference number	EY319973
Inspection date	08/01/2009
Inspector	Anthony Anderson
Setting address	Greystones First School, Tullibardine Road, Sheffield, South Yorkshire, S11 7GL
Telephone number	0114 2671111
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Type of setting	Childcare - Non-Domestic

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Greystones Pre-school is registered to provide full day care for up to 30 children aged two to five years at any one time. It operates Mondays to Fridays between the hours of 09.15 and 15.00, term time only. Additionally, the setting has recently opened a breakfast club which is open from 08.00 each day and this is available to both pre-school children and to pupils of Greystones Primary School. The pre-school is based in a refurbished area of Greystones Primary School, Sheffield. There is a large playroom and additional smaller playroom for children's use, with access to toilets, kitchen, disabled facilities, office and storage space. There is a secure all-weather outdoor play area. The group cares for children from the local community and further afield. Ten staff are employed to work with the children, of whom six hold recognised early years qualifications and basic playgroup certificates. The pre-school is managed by a voluntary management committee. This provision is also registered on the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

The pre-school provides a good quality of support for all children in the Early Years Foundation Stage (EYFS), and takes their individual needs into good account. Staff create a very welcoming atmosphere and parental support for the setting is outstanding. Children enjoy a wide range of interesting learning and play activities, and daily planning links well to the new EYFS framework. An effective key worker system is fully in place and adds support to children's welfare and learning. There are extensive records to demonstrate the effectiveness of the provision and the progress made by children over time. Renewal dates for staff vetting checks are undefined. The main recommendations from the last inspection have been addressed with the single exception of ensuring that all children are fully aware of fire drill routines. The setting demonstrates good capacity for continuous improvement through strong leadership and management which includes regular self-assessment of the setting's strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure that all children in the setting are aware of and practise fire evacuation routines
- establish a safeguarding policy which includes a definitive renewal date and ensure that all staff apply for an updated vetting check by the designated date.

The leadership and management of the early years provision

The setting's manager and her well-trained staff share a commitment to provide a warm and friendly environment for children in their care. An effective key worker system provides strong support to young children's development and progress. Staff are suitably trained and qualified for their respective roles and the ratio between adults and children meets statutory requirements. However, there is currently no set renewal date for staff vetting checks and, although most of the welfare systems and procedures are effectively and consistently implemented, some children have not taken part in regular fire and evacuation drills. Staff undergo annual appraisals of their managerial contribution to the effectiveness of the setting and identify areas pertinent to their own professional development.

An extensive range of written policies and procedures are in place and leaders review and develop these regularly. The setting's procedures for regular self-evaluation of its effectiveness in promoting continuous improvement are at an advanced stage of development. The observation, monitoring and assessment systems linked to the progress children make are well designed and implemented. Extensive records of children's activities and development are kept to share with parents and the main school, when appropriate. Practitioners encourage children to suggest what activities they would like to see included in the setting. Children confirm that they enjoy their time here and that staff are always friendly and helpful.

Links with parents are outstanding. Staff regularly consult them through daily dialogue in and around the setting and through questionnaires and the very popular coffee mornings. A notice-board provides additional information for parents and updates them about special events. The setting's links with external agencies are strong, as for example, with the local Pathways to Quality initiative. There are also very good links with the main school and these have a clear and positive impact on children's enjoyment and learning.

The quality and standards of the early years provision

Daily planning of activities for young children is very closely linked to the six areas of early years learning and development. There are extensive written records of children's efforts and many samples and photographs of their work and development. Observations of their learning and assessments of their progress are very much at the heart of the provision and link well with planning their next steps of development. Practitioners pay close attention to health and safety as, for instance, they ensure that children wash their hands before eating and when visiting the toilet. Day to day organisation of the setting is good. Young children are aware of systems and procedures linked to their own welfare, although some are not fully conversant with fire evacuation routines.

Practitioners create a very positive learning environment for children and observations in the setting confirm their happiness and enjoyment as they engage in a wide range of games and activities both inside and outside the setting. They

enjoy eating healthy snacks of freshly prepared food and some children stay in the setting for lunch. Children are encouraged to choose from a range of activities and they clearly enjoy, for example, making shapes with play-dough and manoeuvring a variety of toy fishes around a large pretend pool. Several children spend time in the book corner where they are encouraged to look at pictures and to help their key worker to tell the story. Good opportunities are taken to encourage speaking and listening. External activities are also a regular feature and a wide range of resources are available to help children to practise their physical and creative development. Good attention is paid to new starters in the setting and their parents are asked to bring their children a little later on their first day, in order to ensure a smooth transition between their familiar home environment and that of the pre-school. Home visits prior to starting at the pre-school are also a strong feature of the setting's provision and this facility is very much appreciated by parents.

Children clearly enjoy their time in this setting. They demonstrate positive attitudes and behaviour and staff are very effective role models. The indoor and outdoor facilities are utilised well to support the setting's provision and there is a key focus on learning through fun and enjoyment. Children make a positive contribution to the setting's community and smooth running and these important early steps help to forge strong links towards their future development and well-being.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met