

Sidemoor Pre School

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

Inspection date

20/11/2013

Previous inspection date

16/07/2013

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

- Staff plan very exciting activities based on individual children's needs and interests. Teaching and the use of a wide range of resources are very effective so that children make good progress.
- Staff use successful ways to involve most parents in their children's learning both at home and in the pre-school and provide them with clear information about their children's learning and well-being.
- Children's health and well-being are given a high priority and there is a strong promotion of healthy eating and lifestyles in the pre-school, which involves parents.
- Very effective monitoring and self-evaluation means that there is continuous improvement in the provision. Staff are well motivated and work very well as a team to meet the needs of all children.
- Staff forge excellent partnerships with other local early years providers and work closely with other professionals in their support of children's needs.

It is not yet outstanding because

- There is further scope to enhance the already very good teaching of early reading skills for older children.

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 and the outdoor play area, including a joint observation with the manager of the pre-school.
- The inspector held meetings with the manager and the deputy manager of the pre-school.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the pre-school and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Sidemoor Pre School was registered in 2008 and is on the Early Years Register. It is situated in one room in purpose built premises in the Sidemoor area of Worcester and is managed by a committee. The pre-school serves the local area and is accessible to all children. It opens on Monday to Friday from 9am to 3pm during term time only. There is an enclosed area available for outdoor play.

The pre-school employs eight members of childcare staff, all but one of whom hold appropriate early years qualifications at levels 3 and 4. Children attend for a variety of sessions. There are currently 46 children attending who are within 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 and those for whom English is an additional language. It 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 already very good planning to support older children further in their early reading skills and ensure parents are given clear information about how to support children with this at home.

Inspection judgements

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

Staff have a very good understanding of how children play and learn. They use their own regular assessments and observations alongside those obtained from parents, to plan exciting and challenging activities for children. This provides a clear starting point on which staff build each child's learning and means they plan for individual next steps in learning. Staff have been working closely with a local early years advisor since the last inspection, so planning is now more effective in meeting the needs of all children. Staff observe each child's interests carefully and evaluate what they learn each day. They use this information to plan activities and children's next steps in learning. Parents are very involved in children's learning both at the pre-school and at home, as staff provide them with an excellent booklet which advises them on how best to support this at home. Staff encourage them to share regular information about children's achievements and interests, which contributes to their progress records. They bring in items to support learning and are invited to the pre-school to talk to children about their jobs or to share skills.

Children between the ages of two- and four-years-old are cared for in one room, which is well set out so that children can see the toys and resources and access them easily. Children lead their play and are guided by staff through their skilful questioning, which means they are challenged in their learning. Several groups of children enjoy a painting activity throughout the day, in which they use salad spinners to mix and print paint patterns on paper circles. They experiment with different ways of printing and also enjoy making marks in the paint with their fingers. Teaching is good and staff challenge children in their thinking, as they ask 'what do you think will happen if you add more yellow?' They develop children's mathematical language well by asking them whether containers are full or empty and which objects are big or small. Children count out toy elephants, match them to written numbers and order beakers by size. They learn early reading and writing skills well through their 'sound of the week' activities. Staff ask parents to enhance this learning at home by helping children to find things beginning with each sound. However, there is more scope for staff to provide clear information for parents about how to say the sounds and to help children to practise writing them. Children are very well prepared for school and for the next stage in their learning through the exciting range of activities.

Children develop their physical skills well in the exciting outdoor areas, as they have many opportunities to ride bikes, climb and balance. They develop their individual learning styles, as they dig and use toy diggers in soil, sand and stones and grow plants. Children learn how to care for living things, as they look after fish, snails and stick insects at pre-school. They learn about nature through their regular exploration of wooded areas and they enjoy choosing natural materials to bring back with them to use in their creative play and to explore a range of textures. Children for whom English is an additional language and children with special educational needs and/or disabilities are well supported. This is because staff work closely with parents and other professionals, such as, the Inclusion Support Team, speech therapists or the community paediatrician. They plan individually for children to meet their needs so that they make good progress and are included in all the activities.

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

Children are very happy and emotionally secure, as they form close bonds with their key person, who gets to know children and their families well. Staff offer excellent support for families with the help of the services available through the children's centre in the same building. They work very effectively with parents on behaviour management and personal care routines so that children benefit from the consistency of care, which makes them feel secure. Staff encourage children to discuss feelings, so that these are managed well and parents are welcome to stay with children for as long as it takes for them to settle. Parents say they are very happy to leave their children with the caring staff in the happy, family environment of the pre-school. Transitions to school are managed sensitively, as staff have very good links with local schools. They invite teachers to visit children at the pre-school and bring photographs of the school buildings and other staff, so that children get to know them and feel secure in their moves. Staff share information about children's progress and needs so that these continue to be met.

Behaviour is very good, as staff manage this extremely well. They distract children with their favourite toys or books until they are calm and ready to join the other children. Children are confident and learn to be independent in their choice of activities and in helping themselves to water when they need it. They show thoughtfulness, as they offer other nearby children water too. They choose their own snacks and wipe their food mats when they are finished. Staff praise children frequently for their achievements so that they gain confidence and good self-esteem. They learn to share the toys and help to tidy up together.

Children bring their own packed lunches and staff encourage parents to bring healthy food for children. Healthy lifestyles are promoted well in the pre-school, as staff teach children the importance of exercise and which foods are healthy. They take part in a 'Busy Feet' exercise programme and are active outdoors each day. Children learn how to keep themselves safe in the sun and manage risks safely on their walks and in their use of equipment. Staff are very vigilant in ensuring children's health and safety is well protected and they notice if a child is feeling unwell and take appropriate action.

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

The pre-school has robust safeguarding policies and procedures in place. Staff attend regular training and the manager and deputy ensure that they have a full understanding of how to report any allegations and that they implement their knowledge on a daily basis. The premises are secure and staff check the identities of visitors carefully. Rigorous checks are in place to ensure that staff are suitable to work with children and new staff undergo detailed interviews and inductions. A recent incident in which a child got a piece of play equipment stuck on their head was handled very well by staff. All the correct procedures were followed and the child suffered no ill effects. Staff are now even more vigilant in their supervision of children and in checking that resources are safe. The piece of equipment has since been removed from the pre-school. Accident and medical records are very well kept and show clearly any incidents and action taken. This means that children are safe and well protected.

The monitoring of staff practice and all aspects of the provision are very thorough and well documented. The manager and the deputy carry out regular supervisions and annual staff appraisals, which include two-way discussions and targeting of staff training or coaching. Staff have the freedom to shape their own professional development and benefit from spending time in other local settings to observe good practice. Self-evaluation is effective, as all staff, parents and children are involved in identifying areas for improvement and contributing to an ongoing action plan. Policies and practice are evaluated regularly and as a result of any incidents which take place. Staff make focused audits of the organisation of the room and outdoor areas so that these are continually improving. Staff work very well together as a team so that children's learning opportunities continue to improve.

There is very good partnership working with other professionals and local early years

providers. Staff work with the local early years advisor, who assists with the monitoring of the provision and sets targets for improvement at each visit. Outside agencies and health professionals work with staff to support the needs of all children and families. The management team initiates links with other schools and nurseries so that staff benefit from reciprocal visits and training so they share ideas, training and best practice. There is a strong drive in the pre-school to provide the best possible care for children so that they thrive and learn in an enabling environment.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	943773
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	46
Name of provider	Sidemoor Pre-School Committee
Date of previous inspection	16/07/2013
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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