

# Byerley Road Preschool

Mission Hall, Chapel Street, Shildon, Co Durham, DL4 2DX

<b>Inspection date</b>	15/07/2014
Previous inspection date	18/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		2

## The quality and standards of the early years provision

### This provision is good

- Practitioners are enthusiastic. They have a good understanding of where children are in their learning and plan activities based on children's individual interests.
- Practitioners and management value their partnerships with parents and other professionals, as a result, children and families have a coordinated approach to their learning and receive the support they need.
- The management team have good systems in place to ensure that referrals and extra support for children with additional needs are identified and action taken whenever appropriate. This provides children who have additional needs the opportunity to develop within their full potential.
- Practitioners and managers have a good knowledge of safeguarding children and the policy within the setting. This ensures the health and safety of the children who attend.

### It is not yet outstanding because

- Staff occasionally focus too fully on their adult-directed activities, which means they are less able to support children's learning when they choose activities in the outdoor environment for themselves.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the rooms used by children and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision, and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Maureen Sheekey

## Full report

### Information about the setting

Byerley Road Preschool was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The preschool is located in a church hall near the centre of Shildon. It serves the local and surrounding areas. There are two enclosed areas available for outdoor play. The preschool employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with level 5 and one with level 6. The nursery opens Monday to Friday term time only. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. The preschool provides funded early education for two-, three- and four-year-old children. It provides support for children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- consider how to support all children, for example, when they are engaged in self-chosen play activities in the outdoor area.

### Inspection judgements

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

Practitioners in the preschool are all enthusiastic and show that they are keen to carry out their role within the setting. They show a good understanding of the particular children in their care and understand the progress they are making in their learning. Children with special educational needs and/or disabilities are given appropriate support from practitioners in the setting, and referrals are made to other professionals when necessary. The setting works closely with other agencies to support all children to ensure they make good progress given their capabilities and starting points. Practitioners have links with a health visitor who attends the preschool each term. They have accessed one-to-one support for children, to enhance their experiences in the setting, as well as supporting the key person.

Practitioners collect information on entry, from their parents, during children's initial visit. This helps practitioners to develop a clear understanding of the needs and interests of children when they start. They carry out an initial assessment when the children have settled and then on an ongoing basis, each term. As a result, practitioners have a good understanding of the children's achievements and their stage of development, and through this process they recognise how they can support children further. The Special Educational Needs Coordinator works effectively with other agencies to incorporate targets for children with special educational needs and/or disabilities into the planning. She is

supported well by the whole staff team to ensure that children's needs are fully met.

The environment is well resourced with equipment that keeps children fully engaged and motivated to learn. Children's artwork is displayed at their level, so that they can be proud of their achievements. Adult-led activities are planned well and have a clear purpose. For example, a doll washing activity was planned as one of the children has a new baby at home. During the activity there was a lot of discussion about brothers and sisters, and also caring for babies. This helps children to link their own experiences to their learning. During outdoor play, however, where three adult-led activities were ongoing, practitioners were not able to fully engage with all of the children, especially those who chose to play independently.

Each key person plans for the children individually following adult-led activities, observations and progress assessments. Planning covers the seven areas of learning and children's learning records reflect their learning in all areas. Planning for each child is based on the outcome of their assessment. Children's communication and language is developing well as practitioners engage them in conversation as they play together. Children's early literacy is supported well because there are opportunities to use mark making materials in each room and in the outside play areas. There are chalk boards and painting board outside that the children enjoy practicing their writing on.

Practitioners provide opportunities for children to direct their own learning. Practitioners recognise and act to adapt activities when their planned learning, through adult-led activities, is not going to plan because children's interests are taking the learning in a different direction. During an adult-led activity, the practitioner was focusing on writing, the children wanted to do cutting and the practitioner followed the children's lead but still incorporated writing their names in to the activity. This demonstrates that the practitioners know how children learn and are flexible in their planning to support children's progress towards the early learning goals.

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

There is an effective key-person system in place for all of the children. Practitioners collate the information from parents, when children start at the setting, and use it as a starting point to plan appropriate activities and to support children. Children are well supported during times of transition, both within the setting and when moving to another setting. Practitioners are sensitive to the individual needs of the children and, as a result, make the process as smooth and enjoyable as possible. Children have a number of transition visits to their new room before they move in the preschool. Practitioners work very closely with parents and other practitioners during this time. When children are moving on to school, practitioners work with school teachers to ensure that children are supported to settle well.

Children arrive at the setting full of enthusiasm. They clearly have good relationships with the practitioners who know the children very well. Practitioners are good role models for the children, with staff managing behaviour effectively and encouraging good manners, turn taking, helping each other and sharing. Practitioners use encouragement and praise

readily, which helps children to feel valued. The children were continually engaged in activities, both indoors and outdoors, and practitioners work alongside them during adult-directed and child-initiated activities. This approach helps practitioners to intervene at appropriate times to promote children's learning.

Resources are easily accessible, which allows children to select what they want to play with independently. Practitioners help children learn how to use tools, such as knives and scissors, safely, discussing with them what might happen if they did not use them correctly. This type of discussion helps children to learn about keeping themselves safe. Parents comment that, 'their children love coming and often do not want to leave'. This demonstrates that children are emotionally secure in the nursery. Children behave well in the preschool. There is a clear policy for dealing with behaviour, which all practitioners understand and put in to practice. Children are supported in the preschool to learn acceptable behaviour, and practitioners work with parents individually to support behaviour management, should the need arise. Children play alongside other children and understand turn taking, for example, during the face-painting activity, children understand they needed to queue for their turn. While they were waiting, the practitioner engaged them in conversation about the activity and encouraged them to choose from pictures what face painting they would like.

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

The leadership and management of the preschool are good. The management team are supportive of and accessible to practitioners. The registered provider, manager and deputy are all extra to the adult-to-child ratios, allowing them to support practitioners and the children. The deputy works on a one-to-one basis with children who have special educational needs and/or disabilities, and supports children in group situations as and when necessary. The management team provide good levels of professional development for practitioners. All practitioners hold appropriate qualifications, demonstrating a clear understanding of their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Practitioners are actively supported to access continuous professional development. When they access training, they cascade their learning to the whole preschool staff team.

The management team and practitioners show a good understanding of how they plan for children's learning and how they assess the progress children make towards the early learning goals. There are clear systems to identify when children's progress is outside of expected levels, which enables practitioners to support all children appropriately. The manager monitors how practitioners complete assessments to ensure that every child is supported to make good progress given their capabilities and starting points.

The management team reflect on the practice in the preschool, using this information to plan future developments to improve outcomes for children. Recent innovations, such as the exercise session for children, demonstrates how practitioners have extended the ways children learn about healthy lifestyles. The registered provider and the manager understand their responsibility to fulfil the requirements in respect to the children's

safeguarding and welfare. All recommendations from the previous inspection have been addressed. For example, the behaviour management practitioner is now named on the policy. Risk assessments are in place for all new equipment and a form for hazards has also been introduced, detailing what needs to be done and then when it has been completed. In addition, safeguarding arrangements are good. Practitioners are aware of what to do if they have a concern about children's welfare. They understand their role in protecting children and they have attended training to ensure their knowledge is kept up to date.

The links with parents are well established and are a strength of the setting. Families are well supported by the preschool, and this is further embedded by the working relationship the setting has with other professionals. Children are well supported, when they move on to school or other care settings, because the preschool work with their parents and the new setting to ensure children's care and learning continue to be supported. Parents' value the setting and a number have had more than one child who has attended. One parents commented that, 'she has kept her child in the setting even though she has moved some distance away'. This demonstrates how well the setting is regarded.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	EY285004
<b>Local authority</b>	Durham
<b>Inspection number</b>	861204
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Susan Calvert
<b>Date of previous inspection</b>	18/11/2009
<b>Telephone number</b>	01388 773299

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

