

Eyres Monsell Primary School Day Care

Eyres Monsell Primary School, Simmins Crescent, LEICESTER, LE2 9AH

Inspection date	31/10/2014
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	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

- Children make consistently good progress in their learning because teaching is good and practitioners plan stimulating activities. As a result, children are continually absorbed in purposeful play.
- Practitioners have effective partnerships with parents because the setting uses a range of successful strategies to engage all of them. Consequently, parents feel well informed about their child's learning and know how to support their learning at home.
- Children are effectively safeguarded because practitioners are well informed about child protection issues and know how to keep them safe.
- The childcare leader ensures that there are effective monitoring and self-evaluation in place. As a result, there is continuous improvement in children's learning experiences.

It is not yet outstanding because

- Practitioners do not always utilise every opportunity, such as modelling language for thinking, to enhance children's ability to develop their language for thinking and learning.
- The childcare leader and practitioners do not always maximise opportunities to support children during their move to school. This is because not all children make enough school visits to aid an extremely smooth move to school life.

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 children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the practitioners and childcare leader at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Dawn Larkin

Full report

Information about the setting

Eyres Monsell Primary School Day Care was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises that is the link site for Eyres Monsell and Gilmorton Children's Centre, at Eyres Monsell Primary School in Leicester. It is managed by the local authority. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs four members of childcare staff. Of whom, all hold appropriate early years qualifications. Three practitioners hold qualifications at level 3 and one at level 2. The setting opens Monday to Friday, term time only. Sessions are from 9am until 12 noon. There are currently 19 children attending, who are in the early years age group. The setting receives funding for the provision of free early education for two- and three-year-old children. It supports a number of 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:

- strengthen the use of a range of teaching strategies, such as modelling thinking skills, to develop children's language for thinking and learning, encouraging them to think and talk about alternative ways of doing things
- maximise opportunities to support children during their transitional period when moving to school by enhancing the links with the local school, for example, by increasing the number of visits they make prior to starting school.

Inspection judgements

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

Practitioners demonstrate a thorough knowledge and understanding of the Early Years Foundation Stage. This results in good quality teaching and consequently, children make consistently good progress in their learning and development. Practitioners, with the support of artists and parents, have created an environment, both indoors and outside, which promotes independence and creativity. This enables children to lead their own play and become deeply involved in their learning as they explore the stimulating and open-ended resources. Consequently, children are continually absorbed in purposeful play and consistently demonstrate the characteristics of effective learning. For example, children, who may find it difficult to settle on one activity, are fascinated by pouring and emptying containers outside. Also, they are given the freedom to explore the effects of emptying containers of water onto the ground. This supports children's concentration and motivation

to become actively involved in their play. Practitioners skilfully extend this learning by reminding children where they can find other containers and commenting on what they are doing. This demonstrates to children that practitioners are interested in their play and gives them the language to explain what they are doing. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

Practitioners gain information from children and parents through discussion and initial assessments to help them to support and meet each child's specific needs and interests. They observe the children as they play and record their findings. The information gained from observations is effectively used to help plan the next steps in children's learning and highlight where they are in their learning in relation to the age-related expectations. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning and interests at home. The setting completes the progress check for children between the ages of two and three years and written summaries are shared with parents. Daily communication between staff and parents ensures that they are informed about what their children have been learning about at the setting. The setting organises a range of workshops to enable positive partnerships with parents and support their understanding of how to promote their children's learning at home. For example, the setting is currently delivering a course that promotes parents' understanding of how to support early reading and writing skills with their children. Other workshops include family outdoor workshop, exploring materials linked to stories, investigating light, colour and shadows and talking together.

Children's creativity is effectively supported as they enjoy making models from reclaimed materials and painting a variety of pictures. Practitioners support these activities and children have the freedom to manage their own skills and follow their own ideas. Practitioners have created a calm, quiet area where children can talk and enjoy stories. Children are very attentive when listening to books being read to them because practitioners leave pauses, so they can join in and ask questions to support their vocabulary. When reading information books about a healthy diet, practitioners make links to their snack time and then support children to extend their language to form simple sentences. This supports children's emerging language skills. Children benefit greatly from the practitioners' effective and skilful teaching of speaking, listening and understanding of language. Practitioners get down to children's eye-level, so they can see how words are said and encourage eye contact. They also repeat words back to children, so they are learning how to pronounce them correctly. Practitioners listen intently to what children say and do, ensuring they feel valued and boosting their self-esteem and confidence. Children with English as an additional language, have confidence to learn English because they have their home languages valued in the setting. Lots of photographs, visual timetables, visual aids and the use of sign language are used to aid all children's language development. However, on occasions, practitioners do not always fully utilise every opportunity to encourage children to verbalise their thinking and talk about alternative ways of doing things. This is because practitioners do not model thinking skills and comment about alternative ways of doing things. Children have many opportunities to learn about the world around them because they help to grow herbs and spices. They are also learning where their food comes from because they are involved in preparing vegetables to make pumpkin soup that they enjoy sampling at snack time.

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

Children have formed strong attachments with practitioners and have a good sense of well-being because there is an effective key-person system in the setting. Key persons gather useful information from parents on registration, in order to get to know children's interests and individual care. Children benefit from the practitioners' highly positive involvement during their play and this means that their emotional well-being is well fostered. Attachments are strong because practitioners listen closely to parents and children. Practitioners are very sensitive to children's individual needs and understand that some children may need additional support at times, in order to feel comfortable and secure. Parental involvement in this process is tremendously valued, as a result children are settled and this greatly supports their move from home into the setting.

The environment is welcoming and thoughtfully arranged to promote children's independence. Together with everyday routines, children are given many opportunities to practise these important self-help skills. For example, children are provided with a carpeted step to sit on, to support them when changing their own shoes before putting on Wellington boots to play outside. Practitioners clearly encourage children to develop their independent skills and emotional readiness for their next stages in learning and move onto school. However, there are opportunities to enhance children's emotional readiness for school by visiting the link school more frequently. This would enable children to feel even more secure with their new classroom and teachers, aiding an even smoother move to school. Practitioners effectively support children in their understanding of acceptable behaviour and encourage them to take turns, share, listen and be kind to each other. For example, practitioners gain children's attention using communication cards before gently explaining the expectations for behaviour and the consequences of their actions. Children are given strategies to use if another child is doing something they do not like. This supports them to manage their own feelings and begin to resolve their own conflicts. As a result, children play and behave well because they understand what behaviour is expected of them. Practitioners consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. The entrance hall contains information and displays for parents, which helps all children and their families to have a sense of belonging.

Practitioners allow children to take manageable risks in their play, for example, experimenting when travelling along reclaimed materials that are slightly damp and slippery. A variety of healthy and nutritious snacks are provided for the children. This is developing their understanding of a healthy diet and lifestyle. Daily outdoor activities are provided to ensure children can be physically active and develop their coordination skills. Children are learning good hygiene routines and know they must wash their hands after using the toilet and before eating.

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

The management team has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They ensure that appropriate safeguarding policies and procedures are in place, which also cover the use of mobile telephones in the setting. All practitioners understand the policies and procedures for safeguarding children and are clear regarding their roles and responsibilities to ensure they are protected and kept safe. Children are effectively protected and safeguarded because the procedures for recruiting and vetting practitioners and the confirmation of their suitability to work with them are robust. The areas used by children are clean, safe and secure and practitioners carry out regular risk assessments to identify and minimise any hazards. Practitioners hold current paediatric first-aid certificates to ensure children's well-being and safety are promoted. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents.

The management team demonstrate high aspirations for developing practice and striving for improvement. There is a strong commitment to support practitioners' professional development to continue to raise the quality of the provision. This is identified during practitioners' supervision and the childcare leader's observations of their teaching and the children's learning. In addition, practitioners have taken part in video analysis of their interactions with the children, in order to identify areas of improvement. Practitioners are then supported to attend relevant courses, in order to improve their knowledge and skills to further enhance the children's learning. All practitioners have attended communication training and the setting has an accreditation. As a result, children are provided with many high quality experiences by the practitioners that support the development of children's communication and language skills. The childcare leader and practitioners monitor the progress of the children and the educational programmes. This is completed with the use of observations, next steps for learning, tracking children's achievements and regular team meetings. This ensures that any gaps in children's learning are identified, the appropriate support is given and their learning and development are fully extended. As a result, children are progressing well in their expected levels of learning.

Effective arrangements to ensure the ongoing evaluation of the provision are in place and involve a range of professionals. For example, the setting has worked closely with artists to develop the indoor and outdoor environment to provide open-ended resources that support the characteristics of effective learning. The self-evaluation process clearly identifies strengths and weaknesses and what action is planned as a result. For example, the childcare leader and practitioners identified the need to improve their knowledge of phonics teaching to meet the needs of the older children. Training was then delivered by the children's centre teacher. The setting works with a range of professionals, including family support workers, early learning workers, health visitors and physiotherapists to aid all children. This also ensures that the specific needs of children with special educational needs and/or disabilities are assessed and that appropriate support is given over time. Generally, there are effective partnerships with the local schools. Practitioners attend meetings at schools with other professionals and pass on transition documents before children start their new school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY334499
Local authority	Leicester City
Inspection number	873289
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	19
Name of provider	Leicester City Council
Date of previous inspection	14/02/2011
Telephone number	0116 225 2200

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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
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M1 2WD

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