

# Sandfield Pre-School

Inspection report for early years provision

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**Unique reference number** 226866  
**Inspection date** 24/03/2009  
**Inspector** Patricia Underwood

**Setting address** Sandfield Close Primary School, Sandfield Close, Leicester,  
Leicestershire, LE4 7RE

**Telephone number** 07812 160248

**Email**

**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Sandfield Pre-School was registered in 1999 and operates from a mobile classroom in the grounds of Sandfield Primary School in the Rushey Mead area of Leicester. There is no secure enclosed outdoor area for the children to use. They have access to part of the school playground for exercise. The pre-school serves the local area and children come from a variety of cultural backgrounds.

The setting is on the Early Years Register. A maximum of 24 children between the ages of three and under five can attend at any one time. Currently there are 49 children on roll most of whom receive funding for nursery education. The setting opens daily from 08:30 until 11:30 and from 12:30 until 15:00 during school term time. A holiday club runs for two weeks in the summer.

The majority of children speak English as an additional language. The setting also supports children with learning difficulties and/or disabilities. There is no disabled access with only steps up the mobile.

Four permanent staff work with the children, all of whom have relevant child care qualifications. The setting receives support from the local education authority.

## Overall effectiveness of the early years provision

Provision for children attending the Sandfield Pre-School is good. A wide range of activities in all areas of learning are planned to enable children to make good progress in their development. Partnerships with parents are outstanding. Staff are committed to providing a secure, safe and welcoming environment. Inclusion is outstanding and staff cater very well for the needs of all the children. All issues from the previous inspection have been addressed and as the setting knows itself well, capacity for further improvement is good.

## What steps need to be taken to improve provision further?

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

- develop the outdoor area to reflect activities within the classroom
- ensure next steps for development in both planning documents and assessments specifically match needs of all children
- plan a range of activities that capture the imagination of the boys.

## The leadership and management of the early years provision

Staff ensure that the Pre-School runs smoothly on a day to day basis. They work as a team and know their roles and responsibilities well. Effective procedures are in place to identify any child at risk. Staff are carefully vetted and suitably qualified. Risk assessments are carried out regularly and all policies updated and reviewed.

Consequently children are well protected and safe. Because storage is a problem, not all resources are easily accessible.

Parents express every confidence in the pre-school and comments such as 'My kids love it' and 'the activities are lots of fun,' reflect their positive views. Parents are provided with a great deal of information about their children, often through photographs. They are encouraged to add further information about what the children do at home. Tasks to share and complete at home, help parents effectively support children in their learning. Workshops are organised; the last one being about healthy eating. These are delivered with the children as well and, according to responses from a questionnaire, are proving very popular. As staff speak a number of different languages there is no barrier to communicating with the parents.

Liaison with the school is very good. Children visit assemblies for special occasions, such as Christmas and Diwali. They spend time in the Reception class during the summer term to help to make the transition easier. The setting shares relevant training with the school and seeks advice from the EYFS teacher. There are very good links with outside agencies to ensure that those children with learning difficulties and/or disabilities are appropriately supported. These children have their own individual education plans and are regularly visited to ensure they are making progress.

The setting knows itself well and is evolving a good formal evaluation system. Staff are encouraged to contribute their views. All issues from the previous inspection have been addressed and the setting is well placed to make further improvements

## **The quality and standards of the early years provision**

A welcoming, secure and caring environment greets the children when they arrive in the setting. A wide range of activities in all areas of learning encourage the children to explore their surroundings. Planning clearly shows links to the EYFS requirements. Assessment procedures are very detailed and carefully track children's progress through observations and photographs. However, although both planning and assessment highlight the next steps for learning, the information is very general and not specific to match each child's needs. When planning activities, children's interests are taken into account. However, the needs of some of the boys are not being effectively met and they are less well focused on their tasks.

Staff are very caring and supportive, making children's welfare a priority. They have good relationships with the children consequently, children are settled, happy and enjoy their activities. Most children are well behaved as good behaviour is praised and encouraged.

A strong emphasis is put on developing children's skills in English. Where children have difficulty understanding, staff can respond in their mother tongue reassuring them and enabling them to contribute. There is a continuous sound of talking and laughter and a busy atmosphere. Children enjoy using computer programmes to

enhance their mathematical understanding. A child confidently recognised three different sized beakers - large, medium and small. Number rhymes and songs are enjoyed and children participate with enthusiasm. Counting skills are developed through games and fun activities. Emergent writing is encouraged and some children can write their names. The development of these skills effectively prepares children for the next stage of their education.

During circle time, following a visit from the 'insect man', an adult holds up plastic replicas and children successfully recall the names of many of them. They are fascinated by the insects. Children have a good time playing and exploring musical instruments, whilst others enjoy drawing pictures of the insects or decorating Easter chicks. Children cannot wait to go outside but as there is no secure enclosed outdoor area, except part of the school playground, few activities can be planned. The outdoor is used for physical development as children climb on the tyres or run around enjoying the freedom. Staff know this area needs improvement and have plans to create a secure area.

For most, personal and social skills are developing well as children are beginning to listen, take turns and share resources. A few children still play side by side rather than together. At tidy up time, children know routines well and quickly put equipment away sensibly and safely. As festivals from different cultures are celebrated, they help the children learn to respect each other and to work and play harmoniously together.

Personal hygiene is stressed. Healthy snacks are readily available and children are beginning to understand what a healthy life style means especially after the workshop they enjoyed with their parents.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.