

Saffron Pre-School

Inspection report for early years provision

Unique reference number EY398586
Inspection date 24/02/2010
Inspector Christine Holmes

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Saffron Pre-School was registered in 2009 and is operated by the Pre-School Learning Alliance. It operates from a self-contained unit within the Linwood Centre and serves the local community. Children use an enclosed area at the rear and side of the building for outdoor play. The setting is open each weekday during term time from 9.00am until 12 noon and 12.30pm until 3.30pm.

The setting is registered on the Early Years Register to care for a maximum of 40 children at any one time and also on the compulsory and voluntary parts of the Childcare Register. There are currently 61 children from two to four-years-old on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs nine members of staff. Of these, eight hold Level 3 early years qualifications. The setting receives support from a Children's Centre teacher and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This setting's capacity to make further improvement on an ongoing basis is very strong which ensures good outcomes for all children on roll. The inclusive nature of the setting ensures that all children and parents receive a warm welcome and children settle well with the support of trusted and caring adults. Strong partnerships are establishing with multi-agency teams and parents which mostly support the needs of children with English as an additional language. Policies and procedures are effectively implemented and demonstrate a strong commitment to the welfare and learning of all children.

What steps need to be taken to improve provision further?

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

- develop further arrangements to foster linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

The Pre-School Learning Alliance has a clear and effective management structure which ensures good practice is embedded in this setting. Established policies and procedures are effectively implemented and fully promote and protect children's safety and welfare. Established recruitment, induction and ongoing monitoring procedures are rigorous and robust to ensure the suitability and high quality of all

adults who work with the children. Comprehensive safeguarding policies and procedures are effectively implemented to ensure any child protection concerns are dealt with appropriately. Effective risk assessments are conducted and used appropriately to ensure that action is taken to manage or eliminate risks. Daily checks are carried out and systems are in place to address any health and safety issues promptly. Comprehensive arrangements are in place that support children's good health and minimise cross-infection.

This setting has a clear vision for best practice with specific action plans in place that are driving through improvements for the benefit of children. For example, there is a high level of investment currently being made in the premises. New windows provide a more welcoming environment with a higher level of natural light. Exciting builds work are near completion and will provide children with free flow access to a stimulating outdoor play area and a dedicated creative room. Systematic self-evaluation systems are being established and include children's and parent's views and comments. This is embedding a culture of reflective practice and ensures new initiatives are effective and benefit children. For example, in response to the results of an internal audit there is more focus given to supporting children to develop their personal and communication skills. There are also more open days and play and stay sessions being planned in response to very positive feedback from parents and children about the events.

The setting is establishing very effective partnership working with multi-agency workers at the Children's Centre which is based the same building. This is particularly successful in relation to accessing specialist advisory support and development and training opportunities to increase the knowledge and skills of adults working with the children. This ensures children with special educational needs and/or disabilities are very well supported. However, partnerships are not yet as well established to provide such highly developed systems to support children with English as an additional language. Very good partnerships are developing with parents. Discussions and statements from parents demonstrate they feel welcome in the setting and feel their children are progressing well, particularly in their speech development.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development taking into account their starting points and capabilities. Overall, effective partnerships with parents and other agencies help to develop a strong understanding of what children already know and can do which provides a firm basis to identify and meet children's needs and assess their progress. Parents are effectively encouraged to be a part of their children's learning which contributes to improvements in children's achievements and development. Planning systems are very clear and detailed to provide a varied range of play opportunities for children. Good consideration is given to children's interests as well as their stage of development. There is a good balance of adult-led activities as well as free play. All the areas of learning are covered frequently and meaningfully linking to routines and activities that interest the children. There are detailed and useful records of children's

progress that are shared with parents.

The environment, daily routines and all activities support children's independence and confidence. As a result, children display high levels of interest and engagement. Children's behaviour is good, all adults act as positive role models and children respond to the expectations of good behaviour. Children share, take turns and show consideration for others. The environment and resources are rich in positive images of diversity which provides a strong message that all people are welcome and valued in this setting and helps children to value similarities and differences in themselves and others.

There are effective strategies in place to support children's developing communications skills. All adults model language well to introduce and develop vocabulary. Good use of constructive questions promotes and stimulates children's thinking and learning. Throughout the day much emphasis is given developing children's enjoyment of using musical instruments and singing songs and rhymes. Pictorial prompts, gestures and simple sign language are also used effectively to encourage children to express themselves. Children enjoy listening to stories and enjoy mark-making with a variety of resources on a large and smaller scale. However, opportunities for children with English as an additional language to use and develop their home language in their learning and play are not yet fully fostered.

A wide and varied range of natural and recycled resources provide children with continual opportunities to explore and experiment. This helps children to become active, inquisitive and independent learners. For example, children show great delight exploring and experimenting with sound using shiny metal pots, pans and spoons. They solve simple problems and develop a sense of space, size and light as they squeeze together into a large cardboard box. Unusual shiny, crinkly and noisy fabric inspires children to explore using all their senses. Water, sand, paint and play dough are readily available for children to use for their own purpose. Children develop skills and interest in technology using simple software on the computer. They play imaginatively with small world resources and use resources that encourage their interest in weight, shape, size and number. During these activities adults introduce and encourage vocabulary to enable children to talk about their observations and experiences.

Children's good health and safety is well promoted within the setting through the implementation of comprehensive policies and procedures. Children are also encouraged in their good health by eating healthy snacks and learning about good hand washing to counteract germs. Routines, such as holding on to the walking caterpillar to walk through the temporary play area help children to understanding how to keep themselves safe.

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

The overall effectiveness of the early years provision

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 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