

Sutton Centre Under 5's Preschool

Inspection report for early years provision

Unique reference number	253043
Inspection date	13/01/2010
Inspector	Tara Street
Setting address	Sutton Centre, High Pavement, Sutton-in-Ashfield, Nottinghamshire, NG17 1EE
Telephone number	01623 457613
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sutton Centre Under 5's Pre-school is run by a voluntary parent committee. It opened in 1994 and operates from self contained rooms within Sutton Centre Community College in the centre of Sutton-in-Ashfield, Nottinghamshire. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 23 children aged under eight years may attend the setting at any one time. The pre-school currently takes children from two to five years of age. The pre-school is open Monday to Friday from 9.00am to 12.00pm and on Monday, Tuesdays, Wednesdays and Fridays between 12.45pm and 3.15pm during term time only.

There are currently 37 children on roll who are within the Early Years Foundation Stage. Of these, 30 are in receipt of funding for early education. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy friendly relationships with the staff, who create a happy environment in which children can play. Staff have a good understanding of the Early Years Foundation Stage and as a result children make good progress. Staff work well together to implement a range of interesting and challenging activities and ensure that all children are included. The use of self evaluation is used satisfactorily to monitor the provision and identify future targets.

What steps need to be taken to improve provision further?

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

- ensure planning clearly identifies activities that will promote individual children's progress towards the early learning goals
- ensure records of staff suitability consistently include the unique reference numbers of Criminal Records Bureau disclosures obtained and the date on which they were obtained
- ensure that accident records are maintained confidentially
- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self assessment, leading to clear identification of targets for further improvement.

The effectiveness of leadership and management of the early years provision

Most records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. However, accident records are not maintained confidentially because there are multiple entries per page. Staff recruitment procedures are implemented appropriately, so that children are cared for by suitable, qualified adults. For example, appropriate checks are carried out and references obtained. However, records of staff suitability do not consistently include the unique reference numbers of criminal records bureau disclosures and the date on which they were obtained. Staff carry out visual safety checks, both inside and outside, before each session. Risk assessments are clear and detailed with confirmation of any action taken to minimise risks and hazards to children. The designated child protection officer has a clear understanding of her role and how to action any concerns. Staff regularly update their safeguarding training to ensure children are protected. However, the provider has committed an offence by failing to notify us of a change to the individuals who are members of its management committee. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

Policies support inclusive practice well and account is taken of different cultural backgrounds. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. Staff form friendly relationships with parents and carers of children. They exchange detailed verbal information at the end of each session and provide informative termly newsletters which keep parents informed about what the children have been doing and the care they have received. There are good links with parents and other early years practitioners, particularly for those children who have special educational needs and/or disabilities, to ensure children's needs are planned for.

The manager has an informal system in place to monitor and evaluate the provision and is aware of some of the areas for development. Staff are involved in evaluating and reflecting on practice and given good opportunities to develop their knowledge and skills through training. They show a good understanding of their roles and responsibilities and undertake tasks without direction. However, methods of identifying weaknesses in order to implement improvement are not consistently effective because structured quality checks and self assessment is not systematically carried out.

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

Children are happy and settled within the warm and welcoming environment where they have many opportunities to make good progress in their all round development. Staff engage well with the children and develop positive relationships. They praise children's achievements which motivates them to learn and develop positive self-esteem. All staff confidently use questioning techniques

effectively to extend children's learning and thinking skills. Staff have a good understanding of the Early Years Foundation Stage and, therefore, children's progress towards the early learning goals are well supported. Planning covers the six areas of learning well. Ongoing observation and assessment are undertaken and provide a clear insight into the children's progress. However, despite identifying next steps for each child these are not clearly reflected within the planning process to keep a focus on children's individual and immediate learning needs. Staff are aware of this and are working to develop this aspect of the provision. A good balance of adult led and child initiated activities cover all areas of learning. Children develop their independence to a good level as they attend to their own personal care needs, select resources, choose activities and help staff at tidy up time.

Children are relaxed, confident, behave well, are eager to participate in activities and remain actively engaged. The very good labelling of children's art work around the room promotes children's awareness of letters and numbers. All children take part in a good range of activities which supports their physical development both indoors and outdoors. For example, children show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area. A well resourced role play area encourages children to use their imagination and to play cooperatively as they act out scenarios. Children have access to natural materials and develop good fine motor skills as they play with sand, dried pasta shapes and a variety of media. Older children demonstrate good dexterity as they use pencils, paint brushes and scissors. Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a range of activities which look at different celebrations and cultures from around the world.

A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross infection. Children are learning about the importance of healthy foods. Each day they are provided with nutritious snacks which include fresh fruit and vegetables. Staff are fully aware of children's individual dietary requirements cater well for any specific needs.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

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	3
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