

Fosse Pre-School

Inspection report for early years provision

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Inspector ISP Inspection

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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

Fosse Pre-school is a Leicester City Council provision and was registered in 1997. It operates within a neighbourhood centre located in the Newfoundpool area of Leicester. The pre-school is on the ground floor and there is an enclosed outdoor play area. The premises can easily be accessed by all children.

A maximum of 18 children may attend the pre-school at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday, during term time from 9.15am to 12.15pm. There are currently 19 children, aged from two years to five years on roll.

Children come from the local community. The pre-school supports children who speak English as an additional language and children with learning difficulties and/or disabilities. The setting holds the I CAN accreditation, which is a quality assurance benchmark regarding standards for the development of high quality early years provision for children with communication disabilities.

The setting employs four members of staff. All childcare staff are experienced and hold appropriate early years qualifications. The pre-school also has additional staff in line management, relief and support roles.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy, confident and flourish because the staff take great care to ensure they have all the relevant information about their individual care, learning and development needs. The safe, caring, vibrant environment and daily routines are organised to provide innovative and challenging opportunities for children to grow and learn. This ensures children are safeguarded and enables them to make excellent progress in the Early Years Foundation Stage in relationship to their starting points and capabilities. Extremely effective partnerships are in place between the pre-school, parents and others involved in the children's care. The pre-school takes every opportunity to keep parents well informed, providing them with a wide range of information and encouraging them to participate in their children's learning. Systems used to monitor and evaluate the setting's performance are highly effective and demonstrate the staff's purposeful commitment to drive improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the existing observation and assessment systems to more effectively identify what children are learning and use these to influence planning for their next steps and continuing development.

The effectiveness of leadership and management of the early years provision

The manager is experienced, well-qualified and an inspiring role model, setting high standards of professionalism for herself and the staff group as a whole. Safety is of paramount importance and staff are fully aware of their ongoing responsibilities to protect and safeguard the children. They recognise the signs and symptoms of abuse and are clear about reporting procedures, should they have a concern about a child in their care. Consequently children's welfare is safeguarded. Comprehensive risk assessments are in place. They are regularly reviewed and amended where necessary, ensuring potential hazards to children are identified and minimised. All visitors are meticulously supervised and access to the building is secure and carefully monitored, to ensure no unauthorised person is ever left alone with children. Robust recruiting, vetting, induction and appraisal systems ensure that all adults working with children are suitable and have the necessary qualifications and skills. This results in a cohesive, knowledgeable staff group, committed to achieving excellent outcomes for the welfare and learning of all children attending the setting.

A comprehensive and detailed range of operational policies and procedures are in place, which are made readily available to parents at the time they place their child at the pre-school. These exceed all legislative requirements and are regularly reviewed to ensure they support good practice. The setting forges close partnerships with parents and other agencies involved in children's care. Parents are fully acknowledged as their child's first educator and their contribution to children's learning and development at the pre-school is valued. Their views are regularly obtained through daily discussion, questionnaires and parenting workshops. Those parents spoken to during the inspection, indicate they feel staff are caring, approachable, that they are listened to, supported and kept well informed. They trust the staff and have absolute confidence in the care and education provided for their children.

The environment is vibrant, exciting and challenging, where children of all abilities enjoy innovative opportunities to learn through their play and experiences. Consequently, children are inspired, achieve well and reach their full potential. Staff listen attentively to children and are genuinely interested in what children do and say. They are dedicated and enthusiastic and develop new initiatives that spring from rigorous reflective practice and self-evaluation systems. This demonstrates the setting's substantial capacity for continual improvement that benefits all children.

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

An extensive range of stimulating learning opportunities that cover all six areas of learning are offered to children, therefore, each day they enter the setting eager to take part in the activities. Staff and children interact affectionately and they clearly know the children well as individuals. Staff set time aside each day to work on a one-to-one basis with their key children and support those with challenging behaviour. They also understand the importance of letting children explore their environment independently, whilst always being there for guidance. Consequently, children thrive, make good choices and develop their independence.

Children are building firm friendships and generally play together harmoniously. They take turns on the computer, the wheeled toys and on the climbing frame. Children who are struggling with communication disabilities are beginning to understand how their behaviour affects others. Staff are extremely patient and implement positive behaviour management strategies based on lots of praise and encouragement. They give clear consistent guidance and use Makaton signing system to visually support messages, such as 'kind hands' so that children know what is expected of them. Older children are kind and sensitive about the needs of the younger children. For example, helping them to fill their watering can when playing outside in the garden.

Careful attention is paid to children's interests and staff use these skilfully to extend child-led activities. For example, children interested in 'super heroes' dress up in capes and 'fly'. Communication, language and literacy is actively promoted. Staff engage children in lively conversation extending their language through a range of extensive opportunities for children to explore the spoken and written word. They make marks with chalk, crayons, paint, pencils and form letters in the soil. Children are enthralled at song and story time, using story sacks, puppets and visual aids, for example, when singing 'five little ducks went swimming one day'. Children recognise their names and self registration labels on displayed art work. This clearly validates children's efforts and celebrates their success, building self-esteem and confidence.

Children are imaginative as they pretend to 'cook a cake' in the home corner or be 'the princess in the castle'. They solve problems and become curious as they use construction toys, looking at how bricks balance and what jigsaw puzzle pieces fit into spaces. Children measure, weigh, count and compare size and shape on interest tables. They eagerly explore a range of activities including cookery, games, art and crafts, puzzles and role play. The environment is a celebration of stimulating pictorial and written messages, such as 'spilsh, splash, splosh' and 'hot and cold' near the hand-washing sink. Children have opportunities to explore information technology as they use programmable toys and the computer with skill and precision.

Children take on responsibilities and play an active part in the pre-school, for example, as they tidy away their toys. They consider aspects of the wider world as the pre-school actively promotes diversity and participates in the local community

life by fundraising for various charities. Diversity is further promoted as the children experience a range of toys and activities that reflect positive images of culture, gender and disability and a range of multicultural festivals are celebrated and planned in the curriculum.

Standards of hygiene and health care practices throughout the setting, such as toileting procedures, are exemplary and a healthy lifestyle is promoted. For example, children are learning about the benefits of fresh air and daily exercise. Well-balanced nourishing snacks are provided. They sit together in small sociable groups, butter their own slice of wholemeal bread and eat fruit, such as apples and bananas. Children help themselves to chilled drinking water from the water cooler, therefore, they remain well-hydrated. Staff seize every opportunity to help children learn about the natural world. They examine a ladybird closely then squeal with glee as it opens its wings and flies away. They watch how things grow and have hands-on opportunities to plant, tend and pick flowers.

Tremendous emphasis is taken to ensure children learn how to keep themselves safe. They use the 'Green Cross Code' on walks and outings. Children are gently reminded of the dangers of running indoors and they understand why it is important to hold hands and walk together safely between the pre-school room and the outdoor play area.

Systems are in place to observe, assess and record their learning and development. Staff are further revising the systems to more clearly identify what children are learning to improve planning for individual children's next steps. This setting effectively recognises the uniqueness of each child and supports them so that no individual is disadvantaged. Consequently, children attending become active and confident learners. Children make excellent progress according to their starting points and capabilities as they develop and have fun during their time at the setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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