

West Street Pre-School

Inspection report for early years provision

Unique reference number 253107
Inspection date 13/09/2011
Inspector Kathryn Clayton

Setting address 2 West Street, RETFORD, Nottinghamshire, DN22 6ES

Telephone number 0781 7926 094

Email

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

West Street Pre-School opened in 1980. It operates from premises situated in the town centre of Retford. The group have access to the areas on the ground floor, which consist of two rooms, kitchen and toilet facilities. There is an adjacent enclosed outdoor play area, which has a safety surface, with covered veranda. The pre-school serves the local community and surrounding villages.

The setting is registered on the Early Years Register and compulsory parts of the Childcare Register to provide 19 places, for children aged two years to under eight years. There are currently 16 children on roll, including children who receive nursery education funding and two year pilot funding. Children attend a variety of sessions. The setting support children with special educational needs. The setting opens from Monday to Friday from 9.15am to 11.45am for younger children and to 12.15pm for older children, during term time only.

Five staff work directly with the children who all hold an early years qualification to at least level three. The setting has support from the local authority and are a member of the Pre-School Learning Alliance. The setting has achieved the 'Every Child Matters' quality assurance and 'Hands up for Inclusion' awards from Nottinghamshire County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This very welcoming and friendly setting meets the individual needs of all children attending and helps them to make good progress in their development and learning. Most aspects of the safeguarding procedures are robust and support the well-being of children successfully. Evaluation of the service involves all interested parties and helps to drive forward on-going improvements that benefit the children attending. The pre-school work closely with a number of agencies and develop very friendly relationships with parents, which for the most part, helps to keep parents well-informed about their child's learning.

What steps need to be taken to improve provision further?

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

- improve the opportunities to share information with parents about children's next steps in learning so that they can more effectively support their children's learning at home
- improve young children's early awareness of good hygiene routines by

encouraging hand washing after nappy changes.

The effectiveness of leadership and management of the early years provision

The pre-school use a wide range of regularly reviewed policies and procedures to support the smooth running of the sessions. All staff have designated roles and attend safeguarding training. This means that they are alert and knowledgeable about the signs and symptoms that may cause them to be concerned about a child's welfare. Children are protected because appointment procedures are thorough, with all staff undertaking suitability checks. This is an ambitious setting; staff undertake regular training and are well-qualified, with two staff working towards Early Years Professional Status. All documentation relating to the welfare of children, such as, accident and medication records are correctly maintained and most staff hold a current first aid certificate. The evaluation of the provision involves the views of the committee, staff, parents and children. For example, older children completed a questionnaire about their views and younger children's likes and dislikes are monitored by staff. The effective reflection of practice has led to many on-going improvements to the setting, such as, the further development of the outdoor area, re-organisation of the layout of the playroom and more effective planning of activities. All of these measures improve the outcomes for children. Children play in a very attractive and inviting indoor and outdoor environment where many learning aids are displayed. Resources are of good quality, well organised and clearly labelled so that children can easily access equipment themselves, such as, items used for sand play. Staff encourage all children to care for the toys and to pack away together by playing a 'time to pack away' tune.

This inclusive setting gives good support to children who have special educational needs. Advice and support is taken from other agencies at an early stage. Children have a suitable individual educational plan and staff are vigilant on following through the activities set, offering good support to children, which means that children progress well in relation to their starting points. Additional resources are accessed when needed, for example, when the setting care for children for whom English is an additional language they source items, such as dual language books. Displayed posters within the setting and some resources reflect diversity and different languages in a positive manner. Parents are very complimentary about the pre-school and have access to a wealth of information within the setting. Daily communications take place verbally, through a communication diary or for more general items on a large white board as the parents come into the setting. Parents are made aware that they can see their child's progress file at any time and contribute to the 'All about me' book that contains detailed information about their child. Staff work closely with parents with things such as potty training. However, although a 'next step' for each child's individual learning is identified each week, this is not always routinely shared with parents, so parents are unable to support their children at home with this particular aspect of their learning. The pre-school work closely with a wide range of agencies, for example, the local Sure Start Centre who have used the pre-school premises and equipment to run 'play and stay' sessions. These enable younger children to become familiar with the setting

before they start to attend. Information is shared with other providers children attend, either verbally or through the communications book and links are made to local schools, which aid children's transition to school.

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

Children enjoy their time at the pre-school and make good progress in their development and learning. Staff have a good knowledge of the Early Years Foundation Stage and plan a wide range of interesting experiences that promote children's learning well. They observe and assess children's progress as they play and use this information to successfully plan for their next steps in learning. Children come confidently into the setting, even those who are new starters, they settle very easily and are developing good relationships with staff. Staff plan a good balance of indoor and outdoor play opportunities with both adult-led and child-initiated learning that successfully engage children's interest. Staff encourage children to think about how to resolve problems, for example, children learn that a spoon works better than a sieve for transporting sand in the sand tray. Children confidently make choices in play, such as, selecting equipment and are becoming increasingly independent. Staff often develop children's understanding by using mathematical language as they play, for example, during sorting activities or in sand play. Children are often encouraged to count at times, such as, when they go up the steps of the climbing frame. There are many mark making opportunities and many children recognise their names and the sound made by the first letter.

There are many books in the pre-school and story and rhyme times are an everyday part of the routine. Enthusiastic staff encourage children to join in and sit and listen for short periods of time. Staff sit with children as they eat snacks, so providing a sociable atmosphere where children's language skills are developed through discussions that are meaningful to them. Children are involved in planting and tending fruits and flowers and so gain a real understanding of where food comes from and how plants grow. Children are confident when using construction equipment and build with enthusiasm. Displays of dinosaurs and covering the theme of autumn engage children's interest and curiosity. Children enjoy exploring their senses, for example, mixing colours, feeling the texture when printing with hands and fingers.

The nursery is a very hygienic environment with staff taking responsibility for various cleaning tasks. Staff use good hygiene routines, they clean tables with antibacterial liquid before eating snacks and make sure nappy change routines are hygienic by using gloves for each change and thoroughly cleaning the mat between each use. Older children learn about the importance of effective hand washing routines and consistently wash their hands after going to the toilet or before eating. Younger children who are in nappies currently are not gaining an early awareness of the importance of hand washing routines. Children learn about healthy eating and enjoy wholesome snacks, such as, apple, grapes, cucumber and toast with drinks of milk or water. By sometimes playing with real food in role play

and taking part in activities, such as making a fruit kebab, children gain a better understanding of healthy food. Children are very active in the setting; they show good climbing and balancing skills on outdoor equipment and move safely with the encouragement of staff. Children are asked to consider whether the balancing track they have made is safe to walk on and how to make it safe. Staff plan a good range of activities that raise children's awareness of safety, such as, visits to the local fire station, talks about stranger danger and making sure children are involved in the regular evacuation of the premises. The positive staff group are very good role models who help children to learn about acceptable behaviour. They follow things through in a calm and positive manner and children are praised for achievement. Children are encouraged to think about how they feel, to contribute to the group and help their friends, for example, by all packing away together.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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