

Prepcare LLP

Inspection report for early years provision

Unique reference number EY311069
Inspection date 29/05/2012
Inspector Dianne Sadler

Setting address Birchfield School, Harriotts Hayes Lane, Albrighton,
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Type of setting Childcare - Non-Domestic

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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

Prepcare LLP was registered in 2005. It operates from a separate building on the site of Birchfield School and is situated in the village of Albrighton, Shropshire. There is a secure enclosed outdoor play area. The nursery opens Monday to Friday from 8am to 6pm, all year round.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 65 children under eight years may attend the nursery at any one time, of whom, 15 may be under the age of one year. There are currently 119 children attending, all of whom are within the Early Years Foundation Stage. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 26 members of childcare staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Prepcare LLP provide a relaxed and stimulating environment for children, which ensures that they make satisfactory progress in their learning. Strong partnerships are promoted with parents and relationships with other providers and agencies are being developed to ensure that the needs of children are met appropriately. Most policies and procedures are effective in practice. The managers and staff are committed to driving improvement and are implementing suitable systems to evaluate and monitor their practice. However, the setting is not fully aware of all of the detail of the Early Years Foundation Stage, which results in a welfare requirement not being met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- expand the risk assessment of the premises to include aspects of the environment that need to be checked on a regular basis and keep a record of these checks (Suitable premises, environment and equipment). 11/06/2012

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

- improve the system for observing and assessing children's learning to consistently identify all children's learning priorities towards all the early learning goals to ensure all children make the best possible progress

- improve the educational programme to provide more opportunities for children to develop their understanding of the wider world in which they live.

The effectiveness of leadership and management of the early years provision

Children are safeguarded sufficiently well. A clearly written safeguarding policy is understood by staff and parents. Most staff have attended safeguarding training. This helps to protect children from possible harm and neglect. Children are further safeguarded by the setting's recruitment and vetting procedures, which help to ensure the suitability of staff who work with children. The setting maintains mostly effective policies and procedures. However, the risk assessment conducted by staff on a daily basis, does not include all aspects of the environment outdoors that need to be checked on a regular basis. This includes a glass greenhouse, barbed wire fencing and access into the school premises.

Children enjoy accessing stimulating play areas, along with a wide selection of good quality toys and resources and a warm and welcoming staff team. Good use is made of the space available and all children benefit from regular times accessing the outdoor play area, which includes a forest school area for pre-school children. Resources are readily available, so that children can self-select. This helps to develop their confidence and independence. Some resources and experiences provided enable some children to learn about the wider world. For example, when an older child shares his family's plans to visit India, pre-school children proudly display the Indian flags they have made out of coloured paper. However, for younger children especially, opportunities for them to learn about similarities and differences are more limited.

The staff team demonstrate a sound commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training and attending staff meetings and annual appraisals. Through a detailed self-evaluation document, the setting has identified plans for future improvements. These include, staff sharing examples of good practice at their meetings and introducing more natural resources for younger children. Also introducing 'Initial parent, child and staff meetings' before a child is admitted to discuss issues in more detail.

Relationships with parents and carers are well established ensuring that each child's needs are understood and met appropriately. Parents benefit from receiving a regular summary report of their children's achievements entitled 'learning stories' and have opportunities to discuss the findings at regular parents' evenings. Through written questionnaires, parents' comment positively on the friendly, approachable and caring staff. They particularly enjoyed participating in a recent 'stay and play' event and 'open lunch' week where they benefited from observing the activities and foods promoted with their children. Effective systems are in place to support children with development delay. For instance, the setting works closely with other professionals, such as speech therapists, to share information. Systems to communicate with other settings, in which children also attend are being developed.

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

All children have good opportunities to lead a healthy lifestyle. They particularly benefit from accessing a very interesting outdoor play environment at planned times during the day. In addition, older children also benefit from accessing a forest school area. At this time, they sit on logs and discuss the activities planned. They learn how to keep themselves safe as they use tools, such as secateurs and clearly explain that they must be stored blade down, so that 'you do not stab your finger!' Children develop their language for communication as they recall activities they participated in the previous week. They clearly explain how they made holes in logs for millipedes. They enjoy exploring and investigating the natural world using tools, such as magnifying glasses and use their creative skills to make a home for bugs out of sticks and string.

Children are supported to make satisfactory progress in their learning and development. All staff use a system to observe children's learning, which is detailed through written observations, some of which are linked to the areas of learning and supported by photographs and a communication book. The information is transferred to assess children's learning towards all the early learning goals using a tracker book. However, the system is not consistently being promoted by all staff for all children of different ages. For example, staff are not assessing all younger children's learning towards all the early learning goals and therefore, their learning priorities are not all being effectively identified or shared. Despite this, children are developing the skills they need for their future success sufficiently well.

Children enjoy their time in the nursery, developing positive relationships with both adults and each other. Younger children are encouraged to develop their independence as they learn to feed themselves at lunch time using a spoon, while older children also benefit by helping to lay the tables. Younger children enjoy exploring interactive toys and with support from adults learn the consequence of pushing a button. They develop their understanding of numerals as they listen to the staff counting objects from one to three. All children are learning to be creative. They enjoy cutting out crowns and bunting for the Jubilee and Olympic medals, which they decorate with different materials. They proudly display them in the playrooms. This helps develop their self-esteem and gives them a sense of belonging. All children enjoy exploring books. Children sit and listen appropriately to their favourite stories, such as one about a magic wand. They have fun saying 'Abracadabra' at the appropriate times.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| 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 | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| 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 | 3 |
| The extent to which children develop skills for the future | 3 |

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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