

Joeys Pre-School

Inspection report for early years provision

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Inspector Judith Reed

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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*.

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Description of the setting

Joeys Pre-school is one of two settings owned by the registered provider. It recently re-registered in different premises and operates from a community building in Crawley, West Sussex. Children have use of a large hall and a smaller room, as well as an enclosed outside play area. The pre-school is open from 9am to 3pm on Monday and Wednesdays, and 9am to 12 noon on Thursday during school term time.

The pre-school is registered on the Early Years Register. A maximum of 28 children in the early years age group may attend at any one time. There are currently 37 children on roll. The pre-school is funded to provide early education to children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. All staff hold relevant National Vocational Qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and busy during their time at the pre-school. They make good progress in their learning and development, and all necessary documentation is in place to ensure children's health and safety. The staff team build very effective links with parents, as well as other agencies which work with the children, to further support progress and learning. Continuous development of the pre-school is ensured through action planning and close links with local authority advisors.

What steps need to be taken to improve provision further?

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

- improve the provision of different learning opportunities for individual children or groups who may need extra support or more challenge
- provide an environment rich in signs, symbols and positive images to take into account children's different interests, understanding, home backgrounds and cultures

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as all staff are well aware of safeguarding

procedures and a suitable policy is shared with parents. The pre-school is efficiently organised, and children's health and welfare are effectively underpinned because the required policies, procedures and consents are in place. All staff employed to work in the pre-school have completed the required checks. Staff ensure the safety and wellbeing of the children by completing careful risk assessments of the whole premises as well as through constant observation. Security is carefully monitored, and the outer doors are locked during the session. A member of staff stands in the lobby at arrival and collection times to further protect the children by ensuring they cannot leave without their parent or carer.

Positive, professional relationships are built with parents. Key workers regularly meet with parents and communicate daily through contact books. They are fully informed about children's learning and development and find the learning journals informative. Parents state that they are very pleased with their children's progress. They are aware of their children's next steps for learning and are fully involved in their children's development. Parents complete booklets when their child commences attending pre-school which help key workers identify their starting points. Brief reports are prepared by key workers to provide parents with information regarding their child's learning during the regular, termly one-to-one meetings. Parents are made aware of the policies and procedures of the pre-school. A regular newsletter is published giving relevant, up-to-date, information and a parent's notice board is displayed in the lobby area.

The leader and staff team work closely with outside agencies to provide continuity of care and learning for all children. The pre-school leader visits other early years settings to collect information and ensure children's development continues. Key workers and the special educational needs coordinator liaise with health visitors, social workers and speech and language therapists to support children's individual needs. Other professionals note that the pre-school is a "positive experience" for children.

Equal opportunities are promoted, and all families are welcomed into the pre-school. Children who speak English as an additional language are supported, and staff make every effort to learn some words from their home language. Tools, including picture information cards, are used alongside sign language to enable effective communication. Some toys and books reflect diversity and records show that children join in acknowledging various festivals, including Chinese New Year and Easter. There are currently very few posters and signs around the pre-school showing English and other languages, or depicting children from around the world. All toys and resources are available to all children, and they make choices about their own activities. The spacious hall is divided with furniture and carpets, depicting different play areas. Toy storage is not currently labelled. Children move freely between the inside and outside play areas for most of the session. A smaller room is used for small group work and focused activities such as story time. Children are very familiar with the routine of the pre-school.

The leader of the pre-school works closely with advisors from the local authority to set an ongoing development plan. This ensures continuous development of the setting. Staff have a professional approach to childcare and are committed to developing their knowledge through ongoing training. They evaluate the provision

and successfully identify areas for improvement. They strive for ongoing development and improvement through developing the pre-school resources and environment.

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

Children thrive and are relaxed in the pre-school because they are very familiar with the environment, the staff and routines. Children know what is expected of them. Key workers know the children very well and ensure their individual needs are met through a wide range of activities. However, staff do not adapt activities to meet the needs of different children, or vary activities during afternoon sessions. Staff use the positive relationships with parents to ascertain information to help set starting points for the children's individual learning journeys. Clear observation records are in place and include photographs and examples of children's work. Staff build thorough records to assess learning and plan development. Parents view records regularly and know children make good progress. Pre-school staff complete Early Years Foundation Stage profiles as required for some children.

Children enjoy many activities throughout the session. They relish the opportunity to dress up, and they work with others to fasten costumes and share equipment. They set up complicated, imaginative games between themselves. They use other home-corner equipment to support their games. This demonstrates personal, social and emotional development through sharing and supporting each other, as well as creative development. Children's communication skills are also enhanced as they discuss scenarios for their games. During story time, a small group of children join in and repeat familiar phrases such as, "Who's been sitting in my chair?" and "Who's been sleeping in my bed?" They hold props and pretend to feed a Goldilocks doll some porridge from a bowl. They also use their fingers to count up to three. This shows that children listen carefully to stories and have some knowledge and understanding of the world as well as counting skills. Children develop many valuable skills for their future lives.

Children's good health and well-being are promoted. They consume nutritious snacks of fruit and drinks of milk or water. Children have snack when they choose, according to whether they are hungry or thirsty. They are familiar with the routine of washing their hands before coming to the table. They bring their name cards, and staff take incidental opportunities to discuss the letters of their names and sound them out, supporting literacy development. Independence is promoted at all times, and children are encouraged to find their own coats and boots to wear when going outside to play. Children develop a healthy lifestyle through frequent opportunities to enjoy physical exercise and fresh air. They take turns riding tricycles down the slope, as this means they can go faster and skilfully steer around obstacles. Children's health is promoted because all necessary steps are taken to prevent the spread of infection. For example, toilets are kept clean and hygienic and individual paper hand towels are available.

Children feel safe as all equipment is appropriate for their age and stage of development. They are supervised very well as staff work as a team and move around the premises as they are needed. Children learn to behave in ways that are safe for themselves as consistent rules and boundaries are in place. Children show that they feel safe because they are settled into the pre-school. They regularly approach staff for support, for example when putting on coats and boots to play outside. Children know the staff team well. Children have a positive attitude towards learning and participation. They play with each other and work together, sharing toys and equipment. Children are encouraged to recognise their own unique qualities and the characteristics they share with others. Records show activities include self-portraits to encourage children to think about similarities and differences. All children join in tidying equipment at the end of the session. They sing the tidying-up song as they sort and store toys together. Records show children enjoy many community visitors to pre-school, including the postman and a brass instrument player.

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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