

Fazeley Pre-School

Inspection report for early years provision

Unique reference number	218143
Inspection date	27/10/2008
Inspector	Janet Ann Keeling
Setting address	St Pauls Church Centre, Coleshill Street, Fazeley, Tamworth, Staffordshire, B78 3RQ
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Fazeley Pre-School opened in 1983 and is run by Fazeley Pre-School committee. It operates from the church centre at the rear of St. Paul's Church which is located in Fazeley on the outskirts of Tamworth. The group have access to a kitchen, two play rooms, toilet facilities and an outdoor play area. The premises are accessible through either the church centre side door or through the main church entrance. The group serves the local community and surrounding areas.

The pre-school is open each weekday during term time from 09.15 to 11.45 and 12.30 to 15.00 Monday, Tuesday, Thursday and Friday. The group is registered to care for 26 children on the Early Years Register. There are currently 51 children aged between two and five years on roll and of these, 35 children receive nursery education grant funding. The setting supports children with learning difficulties and/or disabilities. The setting has links with the local school which a number of children also attend.

There are eight staff available to work with the children of whom seven hold a Level 3 early years qualification. One member of staff is currently working towards an early years qualification.

In July 2008 the group gained their re-accreditation award from the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Fazeley Pre-school provides children with an excellent learning environment. The staff are highly motivated and skilled and are very knowledgeable about children's individual needs. Practice is inclusive, all children are valued and treated with equal concern. Positive links are well established with parents and other agencies involved in supporting children's individual requirements. The provider clearly demonstrates an excellent capacity to maintain ongoing improvement. Most required documentation is very well maintained, although minor amendments are required to ensure that the Early Years Foundation Stage(EYFS) requirements are fully met.

What steps need to be taken to improve provision further?

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

- ensure reasonable steps are taken to minimise identified hazards both indoors and outdoors with particular reference to; access to the kitchen, gates leading into the outdoor area and the testing of electrical equipment
- ensure all documentation fully complies with the Early Years Foundation Stage requirements.

The leadership and management of the early years provision

The pre-school is exceptionally well led and managed. There is a very detailed self-assessment document in place which is used as a working document to ensure that strengths and areas for improvement are clearly identified. All recommendations from the previous inspection have been fully met and implemented.

The staff work very competently as a team; they are focused, forward thinking, enthusiastic and clear about their roles and responsibilities. The manager and staff are fully aware of the local safeguarding procedures and have robust policies and procedures in place which are effective in safeguarding children. Detailed risk assessments are in place to cover all areas of the setting, although not all identified potential hazards have been effectively minimised.

The management team have attended training on the EYFS and have successfully cascaded the training to all staff. Substantial emphasis is placed on staff development and training; all staff attend ongoing in-house training and are encouraged to attend external training courses. Staff performance is monitored through monthly supervision and yearly appraisals, whilst regular staff meetings are held to ensure staff have ongoing opportunities to discuss their practice, views and ideas. Staff work extremely hard to ensure children are happy and learn through outstanding first-hand experiences. The flexible system of planning together with sound observation and assessment procedures ensures that all children's learning and development is extended.

The staff work very effectively with parents and carers, valuing their contributions as partners in their child's care and learning. Excellent links have been established with other providers delivering the EYFS which ensures continuity of care and learning for all children. Most documentation is in place, although children's admission records have not yet been up-dated to ensure they fully meet the EYFS requirements.

The quality and standards of the early years provision

Children benefit from an excellent learning environment and from the staff's extensive knowledge of how to develop learning through play. The planning is very flexible; staff respond to children's individual needs and interests and follow these through, ensuring children's continuous development is fully supported. Staff observe the children as they play using their observations to ensure planning demonstrates the next steps in their learning. The children make significant progress towards the early learning goals due to the broad range of interesting activities which are both adult-led and child-initiated. The children have a very positive attitude to learning and respond enthusiastically to the full range of activities and first-hand learning experiences provided. They have excellent opportunities to express their feelings, views and ideas. Children are enthusiastic, confident and take a good interest in all activities available to them. They are eager to learn and settle quickly to a task, they sustain good concentration for long periods of time either on their own or whilst working alongside other children. Consequently, children develop excellent relationships with their peers.

Relationships between staff and parents are warm and relaxed. The staff welcome informal contact with parents at the beginning and end of the sessions and share information about the child's progress on a regular basis; parents take an active interest in their child's early education. The children's key worker system is well established; staff spend quality time with their children recording their observations and children's progress in their individual 'learning journey' folder. Parents have ongoing access to their child's learning journey folder and are able to add their own comments and observations. Parents speak very positively about the care and education that their child receives in the pre-school group. They say that staff are approachable, friendly, helpful and are very knowledgeable about their child's individual needs. They value the excellent learning opportunities that staff provide for their children. Strong links have been established with the local school and other agencies which support children's learning and development, consequently, children's overall learning and development are successfully supported.

Children are kept safe because staff have a good understanding of creating a safe and welcoming environment where most risks are minimised. For example, children are gently reminded to walk and not run around the play rooms and are learning about the highway code whilst on visits into the local community. Effective steps are taken to promote children's good health and well-being including minimising the risks of cross-infection and by following sound procedures when children are ill. Children are developing a good awareness of healthy eating through topic work and regular discussion with adults and their peers, for example, whilst they take a snack at the 'snack bar' they talk about their likes and dislikes of various foods. This is supported by staff explaining why certain foods are healthier than others. Children are encouraged to be physically active and are beginning to understand the benefits of physical activity. They fully embrace all opportunities including PE sessions, music and movement, parachute games and balancing on the stepping stones in the outdoor area.

Children make excellent progress towards the early learning goals in relation to their starting points, capabilities and interests. They are active learners, creative and think critically. They work independently and with each other. Their behaviour is excellent. They learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. They respond positively to adult expectations and make choices and decisions about their own learning. Children are confident and engage in conversation and have good opportunities to develop their speaking and listening skills. They actively engage in problem-solving activities and enjoy playing with programmable toys. They competently use the computer keyboard and mouse and are appropriately supported by staff whilst using different programmes. Children learn about the wider world as they engage in role play activities, celebrate different festivals and regularly visit places of interest in the local community. They complete traffic surveys, visit the marina, post letters at the village post office and go on 'number hunts' where they record their observations of numbers in their environment.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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