

Amigos Multi-Cultural Pre-School

Inspection report for early years provision

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Inspector Daphne Prescott

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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*.

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Description of the setting

Amigos Multi-cultural Pre-School was first registered in 1999. The group is run by a committee and is also a registered charity. It is situated in the Cornerstone Community Centre, St John's church in central Hove, East Sussex. Children are able to access the communal garden for outdoor play.

The pre-school is open Monday to Friday, term time only, from 9:15am to 12:15pm. Every Tuesday, some children attend a lunch club until 13:30pm.

A maximum of 18 children aged from two to the end of the early years age group may attend the setting at anyone time. There are currently 27 children on roll, attending different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. The setting is registered on the Early Years Register.

The pre-school employs a total of four staff, three of whom work with the children on a daily basis. Volunteers and support workers attend in addition to this. All of the staff hold relevant child care qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and caring environment where they are happy, settled and eager to join in activities. Overall, children make good progress in their individual learning and development. The setting works in close partnership with parents towards meeting the unique needs of each child and helping them to fulfill their individual potential. All involved in the setting continually strive to improve, resolve any weaknesses and implement new ideas to improve the service for children and their families.

What steps need to be taken to improve provision further?

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

- develop children's awareness of the boundaries set and of behavioural expectations in the setting
- review the organisation of snack times to ensure that it meets the needs of all children
- provide daily opportunities for children to go outside

The effectiveness of leadership and management of the early years provision

The children are cared for in a safe and secure environment. Their welfare is promoted because the staff team demonstrated that they have a secure understanding about the procedures to follow in the event of any child protection issues. The setting has a designated child protection worker who leads this area of work. They are fully aware of their responsibilities to report any concerns to the appropriate authorities. The setting completes written risk assessments and visual checks each day to ensure the children have the freedom to explore within a safe and secure environment. There is an effective security system to ensure no one can enter the premises unannounced. Recruitment and vetting procedures are in place for ensuring adults working with the children are suitable to do so. All visitors to the premises are recorded to further safeguard children.

Staff's organisation of the environment and resources appropriately supports children to become independent learners and develop their confidence. Generally, the staff team are well deployed to support children's learning and ensure routines run smoothly. However, snack time is disruptive at times and does not always meet the needs of all the children. All children and their families are valued as individuals and equality of opportunity is firmly reinforced through creating an environment which celebrates diversity. For example, children actively take part in Spanish lessons and are able to access books in different languages. Furthermore, children have a good understanding of the diversity of the community in which they live and this is enhanced through the celebration of traditions and festivals. For example, authentic dumplings are prepared as part of celebrating the Korean New Year.

The setting welcomes and works effectively in partnership with parents in ensuring appropriate and consistent care is provided for their child. Records of children's learning journeys begin with information being sought from their parents, as the starting point for assessing and planning for each child's next steps in their learning. Parents express great confidence and satisfaction in the standards of care and their children's preparation for the future. The setting demonstrates the importance of developing links with others involved in the children's care and education. They are also able to identify children's need for additional support and work effectively with parents and outside agencies to provide the support needed.

There are clear plans for the setting's future that pinpoint the areas for development. The staff team are committed and are consistently striving to make ongoing improvements. Staff keep up-to-date with their training to develop their knowledge and understanding of childcare initiatives. This has a positive impact on the care children receive not only at the setting but with their parents as well. For example, the manager has attended training on 'Every Child a Talker' (ECAT) this is then cascaded to the parents. A coffee morning is arranged for parents to learn about children's speech, language and communication. The recommendations set at the last inspection have been thoroughly addressed, which further shows commitment and ability for continuous improvement.

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

The welcoming atmosphere in the setting and the positive images displayed encourages children sense of belonging. They are happy and settled in the company of staff and enjoy taking part in activities. The staff have a good understanding of the Early Years Foundation Stage and are confident to undertake observations of the children's development. These observations give a good account of what the children achieve in all six areas of learning. The children's key workers are competent in planning for the next steps in their learning and are able to provide opportunities for the children to reach their full potential.

All children demonstrate a keen interest in learning and quickly become involved in a good range of play and learning experiences. For example, children make their own glue; they take turns in stirring the mixture of the corn flour and water until they have the right consistency. Staff chat with the children about how to change the texture by adding more water or corn flour. They have many opportunities to be creative, as they design their own handbags out of paper bags and other creative materials and are very proud of their achievements. A small group of children enjoy browsing at books; they pretend to be a member of staff as they hold up the book to the other children and read the story by looking at the pictures. During their activities they spontaneously use number and mark making to count familiar objects and name their own pictures. Their imaginations are well developed and they use resources to re-enact a familiar domestic scene as they pretend to cook in the role play area. Children are generally well behaved and respond positively to staff's guidance. For example, they help to tidy up before snack times upon staff's request. However, at times some children present inappropriate behaviour. The strategies used by the staff are not fully effective in promoting children's understanding of the consequences of their actions and the impact of their behaviour on others. Children are confident communicators; they initiate conversations and verbalise their actions. Furthermore, staff make good use of visual sequencing cards to assist with communication skills and explain to children what is happening next.

Overall, children learn about a healthy lifestyle, as freshly prepared chopped fruit is provided at snack time and milk or water is also readily available as part of their healthy diet. Children have the chance to exercise each week as they take part in different activities, such as, Brazilian dancing and yoga sessions. They have access to a communal outdoor area. However, they do not always have daily opportunities for outdoor play so that they can run around in the fresh air. Children are learning about the importance of keeping safe as they take part in regular fire drills and are gently reminded about safety issues whilst playing. They also show a feeling of safety as they approach staff when they feel upset or worried, helping to promote their security.

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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