



## Ravenstone Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY265148
<b>Inspection date</b>	28 June 2005
<b>Inspector</b>	Lynn Dent
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<b>E-mail</b>	
<b>Registered person</b>	Community Pre-Schools
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Ravenstone Pre-School opened in 2003. It operates from one room and associated facilities in the village institute building in Ravenstone in Leicestershire.

A maximum of 26 children may attend the pre-school at any one time. The pre-school opens on Monday from 12.15 to 14.45 and Tuesday to Thursday from 9.30 to 12.00. There are currently 32 children from 2 to 5 years on roll. Of these, 24 children receive funding for nursery education. Children come from the village and surrounding areas.

The pre-school currently supports a number of children with special needs.

The pre-school employs four staff of which three, including the manager, hold appropriate early years qualifications and one member of staff is working towards a qualification. The pre-school receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy a healthy lifestyle because practitioners follow well established hygiene routines. Practitioners use discussions and explanations to improve children's understanding of the importance of good hygiene to maintain good health. Children know they need to wash their hands after messy play to prevent the spread of germs. Older children do this independently; younger children receive help from practitioners. Children develop healthy eating because snacks are provided in partnership with parents. This ensures children's dietary needs and preferences are accounted for. Children learn to relate their experiences to the activities provided. For example, a child talked about eating warm porridge at home, a practitioner explained it is warm because it is cooked. Although there is no facility for outdoor play, children enjoy physical activities and have good opportunities to develop balance and coordination skills. For example, they use ladders on climbing frames, and show confidence when jumping and using stilts. Children are skilled at using tools and equipment to draw and make models. They know when they need to rest, for example after physical exercise and a quiet, comfortable area is provided for this purpose.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is very well maintained because staff complete comprehensive risk assessments daily to identify and reduce hazards. Children are greeted at the entrance each day to ensure they cannot leave unsupervised. They are well protected due to the effective implementation of robust policies and procedures which ensure practitioners know who is on the premises. Children safely negotiate their way around the pre-school because the effective layout has designated areas for different types of play. They can easily access a range of appealing resources, which comply with safety regulations. Children understand that rules keep them safe and help to avoid accidents, for example only four children use the climbing frame at any one time. Children regularly practise the emergency evacuation procedure. Therefore they know the safest exits to use in an emergency. Children are kept safe during outings because practitioners undertake risk assessments before going and children are cared for in small groups. Following accidents children receive appropriate care by first aid trained practitioners. Consequently the risk of further injury is minimised. Children's welfare is well protected because staff have a good understanding of child protection procedures and know how to implement these.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are making good progress in all areas of development. Practitioners are genuinely interested in providing good quality care and have a sound knowledge of child development. This means children's personal, social and emotional development are planned for and well fostered. Children enjoy their time at the setting. They show a positive attitude to learning and play due to the interesting range of planned and free activities provided for them. Children use their initiative to independently instigate and extend their learning and play. For example, children make cakes with play dough and use their imagination to transform the table into an oven to cook them. They continue this by adding straws for candles and cutting the play dough into number shapes to represent the child's age. They show a keen interest in their environment and use this to develop new knowledge and skills. For example, they are skilled at using a range of methods to make models. Children know the difference between right and wrong and develop positive relationships with others around them. Practitioners know the children well because they spend quality time playing with them. Consequently children's individual needs are well met.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals because the practitioners have a sound knowledge of the foundation stage and how children learn. Children receive a broad and balanced range of activities in the child orientated environment. Consequently their age, developmental stage and personal interests are accounted for. For example, they receive good opportunities to participate in a wide range of craft activities, games, physical and imaginative play. Children use language effectively to express themselves. They are confident to engage in conversation with their peers and the practitioners. Children have opportunities to develop their independent writing however these are not always meaningful to them. They respond enthusiastically to stories and music and clearly enjoy these activities, helping them to coordinate actions to songs and music. Children understand about shape and number because practitioners skilfully use everyday activities to develop this further. For example, they count how many sweets they put on the biscuits they make. Older and more able children do this independently. Children are very imaginative and this is shown effectively in their creative play. For example, they use a large box as a tunnel, and transform it into a den. Children have interesting opportunities to learn about the world in which they live, supported by a range of resources and visits to promote this.

Practitioners plan very well to provide rich and varied experiences for children. This means children show high levels of interest and persist with activities and challenges for sustained periods of time. Children have good opportunities to learn because practitioners employ a variety of teaching methods and use time and resources effectively. Discussion and good questioning effectively develops children's language. They receive good opportunities to think about and discuss what they are doing. This helps to ensure the learning outcomes of the activities are achieved. Practitioners evaluate and adapt activities to provide all children with challenge and support them to reach their full potential. Children's learning is assessed on entry to

the pre-school. This is regularly monitored to ensure they are meeting their goals and the next steps for learning are identified. Children's progress and education are shared regularly with parents. This enables them to become actively involved in their children's learning.

### **Helping children make a positive contribution**

The provision is good.

Children are made welcome and are confident in the pre-school. They have good self-esteem because they are consistently treated with respect and kindness by staff. Children show good behaviour. They understand the rules and know what is expected of them. Consequently they share and take turns, playing harmoniously together and showing an awareness of their own needs and the needs of others. Children learn about themselves and others in their community through a wide range of planned activities and visits to the setting. This approach fosters children's spiritual, moral, social and cultural development. Partnership with parents and carers is good. Therefore close working relationships with them ensures good account is taken of children's individual needs. Parents are actively encouraged to become involved in their children's learning and play within the setting and at home. Parents receive good information about the setting and their children's achievements through a comprehensive prospectus, meetings, reports and regular newsletters.

### **Organisation**

The organisation is good.

Children's welfare and safety is given high regard and maintained by robust recruitment, vetting and induction procedures. They are never left alone with volunteers. The environment is well organised to provide good play and learning opportunities. Children are well cared for by qualified staff who undertake training to continue their professional development. Consequently children receive a good service. The operational plan works well in practice. Comprehensive policies and procedures are successfully implemented and support the children's care and learning. There is no consent from parents to transport children in a vehicle. Car insurance and drivers are details are not in place, therefore not available for inspection. Practitioners work well as a team, are good role models, dedicated, and deployed effectively to support and enhance children's care, learning and play. This enables children to take an active part in the setting. Children's progression through the foundation stage of learning is good because they receive a broad and balanced curriculum. The leadership and management are good. Effective procedures ensure all children progress towards achieving their full potential. Children with special needs are given good support. This means they are included in all activities and experiences. Practitioners clearly understand the learning intentions of the activities provided. Therefore activities are carefully monitored and assessed to ensure learning intentions are met. Overall the provision effectively meets the needs of the range of the children for which it provides.

### **Improvements since the last inspection**

At the last inspection the provider agreed to devise and implement a procedure to ensure staff know what action to take should a child be lost. A written policy is in place and staff have received training on this. Consequently staff understand and can implement the procedure. Parents have clarity and reassurance if their child is lost.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain consent from parents to transport children in a vehicle and ensure a list of vehicles, insurance details and drivers are kept.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- use play experiences to provide meaningful writing activities for children to develop their independent writing.

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