

Tatworth Preschool

Inspection report for early years provision

Unique reference number 142960
Inspection date 15/01/2009
Inspector Michelle Tuck

Setting address The Memorial Hall, Tatworth, Chard, Somerset, TA20 2QW

Telephone number 01460 220797

Email

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).

Description of the setting

Tatworth Preschool opened in 1969. It operates from a designated room in the village Memorial Hall on the edge of a housing estate and serves the local community. The group use one room with access to a storage area, hall, kitchen, toilets and a fully enclosed outside area.

There are currently 46 children on roll, who are all in the early years age group. The group opens five days a week during school term time. Sessions run from 09.00 until 14.40 on Mondays, Tuesdays, Thursdays and Fridays and 09.15 - 11.45 and 12.10 - 14.40 on Wednesdays. There is a toddler session held each Friday morning in the same building. The preschool is registered on the Early Years Register.

There are seven staff who work with the children and all hold an early years qualification. There are close links with Tatworth School, to which many children go on to attend.

Overall effectiveness of the early years provision

Children are settled and well cared for as staff have a good understanding of their individual needs. The effective key worker system and very good partnerships with parents ensure that activities offered are based on children's individual interests. This means that children are enthusiastic to take part and are making good progress in their learning and development. Children are generally safe and secure and benefit from accessing a welcoming and bright environment, which is set up well to allow children to make choices. The committed team are eager to seek advice and training to improve practice and ensure good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure drinking water is readily available
- continue to develop the use of assessment to plan next steps for learning for each child, making clear links between learning intentions and children's next steps

The leadership and management of the early years provision

Preschool routines are generally well organised and staff are deployed effectively to meet the needs of the children in their chosen activities. Clear policies and procedures are readily available and implemented effectively to promote good practice. Robust recruitment and induction procedures are in place to ensure that children are cared for appropriately by vetted and well qualified staff, who give high priority to promoting children's welfare.

The staff team work together well to evaluate their practice. They have a good understanding of what they do well and they implement new ideas to support areas they identify for development. There is a strong partnership with parents. Information is regularly exchanged to provide good continuity of care between home and the preschool. Parents are well informed about their children's progress and development and have regular opportunities to share information about their child. Parents are provided with useful information about the setting's policies and procedures, which is frequently updated through regular newsletters and information on the parents' notice board. Information is also provided about activities, which helps parents to support their children's learning at home. Successful partnerships have been established with the local school, where most children go on to attend.

The preschool provides a safe, secure environment where children's welfare is given high priority. Comprehensive risk assessments are undertaken and regularly reviewed to ensure that the premises, resources and activities take account of children's safety. Overall, staff have a good understanding of safeguarding children and the procedures to follow with concerns.

The quality and standards of the early years provision

Children enjoy a range of activities that help them to grow and develop. They are confident and generally well behaved, responding well to staff's calm manner and constant praise. They manipulate dough, develop extensive imaginative play in small world play and in the role play area, and competently use the computer. They have some opportunity to think about letters and initial letter sounds, for example, they find their name card on the table at snack times and discuss the letter that starts the day of the week at circle time. There is a variety of good quality resources, which support the children in making good progress towards the early learning goals. Staff observe the children at play and make useful evaluations of their interests and achievements. This information is generally used well to plan future activities that build on their interests and prior learning. However, it is not always clear how the learning intention is linked to children's individual next steps in their learning.

Children are developing good practices that promote a healthy lifestyle and an awareness of keeping safe. This includes making choices from healthy options at snack times and they have opportunities for fresh air and exercise each day as they access the garden, using wheeled toys and climbing equipment. They currently do not have easy access to fresh drinking water, however, children can ask for a drink if they want one. Staff involve children in understanding why some rules are in place, for example, not walking around with scissors. They regularly practise the emergency evacuation procedures and are reminded how to walk safely from the preschool room to the garden. Children are proud of their achievements, eagerly showing their creations to staff and parents. They happily participate in tidying away and involve themselves in the daily routine. For example, giving out cups at snack time and offering fruit to one another. Children benefit from staff recognising the uniqueness of each child and using that to

support their overall development. This results in children have a strong sense of belonging, are very settled and enjoy learning through their play.

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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
How well are children helped to make a positive contribution?	2
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 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.