

Cannington Pre-School

Inspection report for early years provision

Unique reference number EY376214
Inspection date 11/11/2008
Inspector Elaine Douglas

Setting address Cannington Primary School, Brook Street, Cannington,
BRIDGWATER, Somerset, TA5 2HP
Telephone number 01278652368
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).

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

Cannington Pre-School is run by a parents' committee. It opened in its current location in 2008 and operates from a purpose built building with ramped access, within the grounds of Cannington Primary School. It is situated in the rural village of Cannington on the outskirts of Bridgwater. The pre school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 22 children may attend the pre school at any one time. The pre school is open each weekday from 08.00 to 15.00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 25 children aged from two to under five years on roll. Children come from Cannington and the surrounding villages. The pre school employs four members of staff. Of these, two hold an appropriate early years qualification and one is working towards a qualification. The group receive support from the local authority.

Overall effectiveness of the early years provision

The pre school provides an inviting, well organised environment in which staff effectively promote children's learning and welfare. The good partnership with parents, the school and outside agencies ensure children's individual needs are met in an inclusive provision. The new committee and staff work well together and have already carried out a full review of the provision and taken action to ensure ongoing improvements. Children are kept safe at all times through effective systems and vigilant staff, and through the daily routines and activities children develop safe practices and a healthy lifestyle.

What steps need to be taken to improve provision further?

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

- update the information for parents, and ensure the sick child and uncollected child procedures are available to them
- continue to review the new assessment system to ensure the next steps for learning are included in conjunction with parents' contributions

The leadership and management of the early years provision

The committed staff team and new committee successfully review and evaluate the practice to ensure good outcomes for children. The manager works directly with the children and staff, and provides a good role model. All documentation, policies and procedures are being reviewed to ensure they are up to date and provide all relevant information, taking into consideration the recent changes in regulatory requirements. A new procedure has been introduced which enables parents to review and comment on the policies before they are finalised. Children's

needs are met very well through good communication with parents; staff make themselves available daily for informal discussions and members of the committee are available each week. However, the information on the provision requires updating and although parents receive some policies in writing, the uncollected child or sick child procedures are not easily accessed.

Robust procedures ensure that only suitable personnel are employed and all staff have a sound understanding of child protection issues. Children's safety is given the highest priority; children are kept safe and secure through excellent systems, such as regular risk assessments, very good collection procedures and good deployment of staff. Children's attendance is accurately recorded to provide information on who is responsible for them at any time. Behaviour management is the strength of the setting. Staff provide good, calm role models, and manage any challenging behaviour very effectively, consequently children are very well behaved and kind to each other. Children build excellent relationships with each other and with the staff, which promotes the children's self esteem. Staff are secure in their knowledge of supporting children's learning and development, through providing an enabling environment and exciting play opportunities.

The quality and standards of the early years provision

Children make good progress in their learning and development because the staff provide very good interaction, moving to where the children need or request support. For example, when one child says they can not do a puzzle, the member of staff helps them to work out where the pieces go by counting the corresponding dots. The stimulating environment both inside and outside encourages children to become independent learners, consequently they develop a good disposition for learning. Effective planning ensures good opportunities for both adult led and child initiated activities, consequently, children get engrossed in the activities and complete them to their own satisfaction. For example, one child takes five leaves and sings the song 'Five Little Leaves' dropping one leaf each time the wind blows. Staff use pictorial aids to support any children with communication difficulties and ensure that all children can access the activities. Staff make regular observations and link these to the early learning goals. However, the new system for recording children's development does not currently include parents' contributions or the next steps for learning. Daily communication books do provide parents with information on their child's day and parents are encouraged to include their own comments.

Children are developing good practices which promote a healthy lifestyle and an awareness of keeping safe. They help themselves to fresh drinking water and make healthy choices when preparing their own snack. 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 a recent visit from the fire brigade further supports their understanding of fire safety. Children are very confident within the setting, for example, they find their names to register their attendance on arrival, independently use the toilet and select resources from the low level drawers. They are proud of their achievements, excitedly sharing their final products with staff and parents, and willingly help to take care of their environment and help with daily routines. Children benefit from

staff recognising the uniqueness of each child and using that to support their overall development. Consequently, children have a strong sense of belonging, are extremely 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 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

Since the registration there have been no complaints made to Ofsted.

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.