

Ravenstone Pre-School

Inspection report for early years provision

Unique reference number EY265148
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Inspector Patricia Bowler

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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).

Description of the setting

Ravenstone Pre-school was established in 2003. It operates from the main hall in the Village Institute in Ravenstone, Leicestershire. It is registered to care for a maximum of 26 children aged from two to under five years at any one time. There are currently 34 children on roll including 19 children within the Early Years Foundation Stage. The group opens on Tuesday, Wednesday, Thursday and Friday from 09.30 to 12.30 and Monday from 11.45 to 14.45 during school term-time. The pre-school employs five staff, four of whom hold early years qualifications and one who is working towards a qualification.

Overall effectiveness of the early years provision

Overall, the pre-school operates effectively to provide for children in the Early Years Foundation Stage. Robust procedures and positive attitudes to inclusive practice ensure children are recognised and valued as individuals. Staff work closely with parents and other professionals. Vigilant procedures ensure children remain safe within the setting and generally outside. Children receive good levels of care from committed staff who diligently use self-evaluation and review processes to monitor and improve their working practice. Planning covers all areas of learning but systems for observing, recording and assessment are still evolving.

What steps need to be taken to improve provision further?

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

- carry out and review full risk assessments for each specific outing
- continue to develop the outdoor play area and plan and provide outings on a daily basis
- continue to develop observations and assessments to identify learning priorities and match these to the expectations of the early learning goals.

The leadership and management of the early years provision

Highly effective safeguarding policies including robust recruitment and employment procedures ensure children are cared for by suitable and qualified staff. They are committed and motivated, attending further training to enhance the care and learning they provide. An effective self-evaluation process is established to identify areas of improvement and how this will be achieved. The introduction of new systems to monitor and record children's progress are in a transitional period and have yet to evolve sufficiently to accurately record relevant information. Information about what children can do at home is discussed with parents to inform staff of individual starting points.

Well documented policies and procedures, which promote inclusion and individual needs are reviewed at regular staff meetings to meet any change to current

legislation. Documents, such as accident forms are monitored and linked to risk assessments to identify and minimise potential hazards to children's safety. Recommendations from the last inspection have been fully implemented and included in the manager's commitment to ongoing improvements and monitoring systems.

Staff work very well with parents who receive good information about the setting and their children's progress. A comprehensive prospectus details policies and procedures and how the setting works to meet their children's welfare and learning and development needs. An informative notice board alerts parents to pertinent information and forthcoming events. Parents meet regularly with staff and key persons to update information, discuss children's progress and how they can support their children at home. A rota works effectively to encourage parents into the setting and they are invited to a range of events and celebrations, including a recent 'leaving assembly' for children starting school. Staff liaise effectively with other professionals and links are being forged with other settings that children attend to ensure their individual needs are met.

The quality and standards of the early years provision

Children's welfare, learning and development are well promoted. They are supported through sensitive awareness of their individual needs. Children learn about healthy practices through daily routines and how to keep themselves safe as they develop spatial awareness and regard for others. They learn about road safety on outings to the nearby school and local park for outdoor play. Independence is effectively encouraged as children address their personal needs and develop self-help skills. They enjoy a range of nutritious snacks, including fresh fruit, in line with specific dietary requirements.

The setting is planned effectively to facilitate active play and relaxation. However, there is no access to regular outdoor play although provision is made for physical activities indoors. Activities incorporate many skills, for example, riding wheeled toys and parking them in numbered bays to encourage early mathematical knowledge. Connecting toys such as puzzles help with problem solving and fine manipulative skills. Table and floor activities are organised well and children move freely and make active choices about their play. A range of creative materials allow children to develop collage and sticking to junk modelling. The development of mark making skills is encouraged at most activities including making shopping lists and identifying their own pictures and creative work as they practise emergent writing.

Children develop skills and interaction with peers and adults enjoying books alone and in group situations. They enjoy a range of music including classical as they freely express this in dance and movement. Reluctant children are encouraged to join in with sensitive encouragement. A range of resources including hand puppets and a large soft toy with a written or photographic record of the time spent at each child's home encourages quieter children to gain confidence in spoken language and is also used effectively to help the settling-in process.

A range of resources promote positive images of diversity and staff skilfully adapt

activities to meet children's individual needs. Information including 'likes and dislikes' identified one child's 'love' of trains and has effectively assisted in his settling into the setting.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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.