

Berkswell Pre-school Group

Inspection report for early years provision

Unique reference number	250022
Inspection date	18/09/2008
Inspector	Janet Ann Keeling
Setting address	Berkswell Reading Room, Meriden Road, Berkswell, Coventry, West Midlands, CV7 7BE
Telephone number	07951 156672 or 02476 421270
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

Berkswell Pre-school Group is run by a committee and operate from the Meeting Rooms, located in Berkswell village. The group have access to a large hall, an adjacent dining area, a quiet room, kitchen and toilets. A ramp to the hall entrance means that the premises are easily accessible.

The pre-school group is open during term times only on a Tuesday, Thursday and Friday from 11.30 - 15.00. The pre-school is registered to care for 24 children on the Early Years Register. There are currently 15 children aged between two and five years on roll. The setting supports children with learning difficulties and/or disabilities. The setting has excellent links with the local village school where a number of children also attend.

There are five members of staff available to work in the pre-school. The manager and supervisor both hold a Level 3 childcare qualification.

Overall effectiveness of the early years provision

Berkswell Pre-school Group provides children with a friendly, well-organised and secure environment. Highly skilled and experienced staff know the children very well and work extremely hard to ensure children are happy, motivated and learn through valuable first hand experiences. The flexible system of planning together with sound observation and assessment procedures ensures that all children's learning and development is extended. Children are valued and treated with equal concern. Positive links are well established with both parents and the local school which ensures inclusive practice for all children. The management team are fully aware of their strengths and weaknesses and constantly strive for improvement. All required documentation is in place, although, all policies and procedures are currently being reviewed to ensure they comply with the legal requirements of the Early Years Foundation Stage requirements.

What steps need to be taken to improve provision further?

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

- review all documentation to ensure it fully complies with the Early Years Foundation Stage requirements
- further enhance children's accessibility to a wider selection of resources.

The leadership and management of the early years provision

The pre-school group is very well led and effectively managed. There is a very detailed self-assessment document in place which is used as a working document to ensure that strengths and areas for improvement are clearly identified. All recommendations from the previous inspection have been fully met and

implemented.

The manager and staff are fully aware of the local safeguarding procedures and have policies and procedures in place which are effective in safeguarding children. The management team have attended training on the Early Years Foundation Stage are fully committed to ensuring that all staff are effective in supporting children's individual needs. The staff work well as a team; they are enthusiastic, deployed effectively and are clear about their roles and responsibilities.

The staff work effectively with parents and carers, valuing their contributions as partners in their child's learning. Excellent links have been established with the local village school where staff exchange regular information regarding individual children's learning and development. The reception school teacher from the school regularly visits the pre-school to facilitate story-time and children from the pre-school have the opportunity to visit the reception class for special events and prior to starting school. All documentation is in place, although, all policies and procedures are currently being updated to ensure they meet current guidance.

The quality and standards of the early years provision

Children benefit from a well-organised learning environment and from the staff's knowledge of how to develop learning through play. Managers are currently looking at ways to enhance children's accessibility to the full range of equipment and resources that are available within the setting. Staff base their planning on what they know children will enjoy and on what they can do on admission to the pre-school group. The planning is very flexible; staff respond to children's individual ideas and interests and follow these through, ensuring children's continuous development is fully supported. Staff observe the children as they play using their observations to ensure planning demonstrates the next steps in their learning. The children make good progress towards the early learning goals due to the broad range of interesting activities which are both adult-led and child-initiated. The children have a positive attitude to learning and respond enthusiastically to the full range of activities and play experiences provided; they have good opportunities to express their feelings, views and ideas.

Children are enthusiastic, confident and take a good interest in all activities available to them; they are eager to learn and settle quickly to a task, they sustain good concentration for long periods of time either on their own or whilst working alongside other children, consequently they have developed excellent relationships with their peers. Relationships between staff and parents are warm and relaxed. The staff welcome informal contact with parents at the beginning and end of the sessions, and share information about the child's progress on a regular basis; parents take an active interest in their child's early education. Excellent links have been established with the village school which effectively supports children's learning and development. The pre-school also has ongoing links with other agencies which support children's individual needs.

Children are kept safe because staff have a good understanding of creating a safe and welcoming environment where risks are minimised. Whilst outdoors, children

learn to keep themselves safe; as they put on their 'reflective jackets' and actively follow the highway code. Effective steps are taken to promote children's good health and well-being including minimising the risks of cross-infection and by following sound procedures when children are ill. Children are active and are beginning to understand the benefits of physical activity; they embrace physical play as they join in ball games, aerobics classes and obstacle courses. They understand and adopt healthy habits such as good hygiene practices and learn how to clean their teeth through a visit from the dental hygienist.

Children are enthusiastic and enjoy their learning as they make good progress towards the early learning goals in relation to their starting points, capabilities and interests. They are active learners, creative and think critically; they work independently and with each other. Children's behaviour is very good; they learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. They respond positively to adult expectations and make choices and decisions about their own learning. Children are confident and engage easily in conversation, they have good opportunities to develop their speaking and listening skills. They actively engage in problem solving activities and enjoy playing with programmable toys and equipment. Children learn about the wider world as they engage in role play activities and visits of interest; they role played being on an aircraft, visiting the local church for a naming ceremony and prepared food in their 'Chinese take away'. Consequently, all children develop a very positive attitude towards learning; through play and valuable first hand experiences.

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.

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