

# Long Crendon Pre-School & Out of School Club

Inspection report for early years provision

---

<b>Unique reference number</b>	509746
<b>Inspection date</b>	29/09/2008
<b>Inspector</b>	David Shepherd
<b>Setting address</b>	C/o Long Crendon School, Chilton Road, Long Crendon, Aylesbury, Buckinghamshire, HP18 9BZ
<b>Telephone number</b>	01844 202 221
<b>Email</b>	janehindmarsh@tiscali.co.uk
<b>Type of setting</b>	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

Long Crendon pre-school first opened in 1968 with the out of school club opening in 2006. They are both run by the same parent committee. They are sited in a classroom within Long Crendon School that has its own secure outside play area. The setting caters for a maximum of 26 children at any one time. A total of 62 children aged between two and under five years are on the pre-school roll, 35 of whom receive funding for early education. A further 96 children aged between four and 11 years attend the out of school club, a few of whom have learning difficulties. Children attend a variety of sessions. All children come from the local area.

There are nine members of staff who are employed in the setting. Of these, five have qualified with NVQ level 3 or above, one has a NNEB qualification, one is an overseas trained teacher and two are training for their NVQ level 3. All staff are trained in first aid, a number of whom have paediatric first aid qualifications. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Long Crendon pre-school and out of school club meets the welfare and learning development needs of children in the Early Years Foundation Stage (EYFS) well. The manager and her staff really know the children and spend time talking with them, challenging them and keeping them safe at all times. The impact of this ensures children are fully engaged in and enjoy their activities. Termly assessments of children's progress help staff plan the next steps in the children's development and this ensures that children make good progress in their learning and personal development. The close partnership with parents, other agencies and the school help to ensure that children gain any extra support they need. The manager and staff evaluate the impact of their work in some detail.

## What steps need to be taken to improve provision further?

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

- evaluate the work of the setting using the new self-evaluation form for early years in collaboration with all staff
- provide a better balance of indoor and outdoor activities

## The leadership and management of the early years provision

The manager and staff work hard to provide good quality provision in the setting. A range of key policies is in place that includes safeguarding, equal opportunities, medicines, behaviour and parental complaints. They ensure safe procedures for the efficient management of the EYFS. Risk assessments are carried out and these

safeguard against any potential danger that children may face.

The key issues from the last inspection have been implemented. Self-evaluation procedures are regularly carried out against national standards for care. These helpfully identify what further action is necessary to make improvements. These procedures do not include the most recent guidance about self-evaluation against criteria for learning and development. The manager has identified that this is an important area upon which to improve.

Staff are deployed effectively. As key workers, they have close contact with small groups of children whom they know well. This ensures that any specific needs of children are met.

Staff work effectively with other parents. An information file is provided for them that includes all procedures as well as key policies. Regular newsletters keep parents up-to-date with events. However, parents do not receive enough information about what their children are learning each half term.

## **The quality and standards of the early years provision**

Children develop appropriate habits and behaviour that help to make them good learners. They walk around the classroom in an orderly manner and have due regard for the limited space available. This keeps them safe and free from the risk of careless accidents and helps them to make a positive contribution to the smooth running of the setting. The indoor and outdoor furniture, equipment and toys are suitable and safe to use. Good emphasis is placed on training children to wash their hands after going to the toilet and when having a snack or lunch. In encouraging one girl to wash her hands, one member of staff said, 'You don't want those germs going in your tummy, do you?'

Children take part eagerly in their activities. During the inspection, all children were engrossed in their activities for over 90 minutes during one session. This is because of the encouraging input of members of staff. They take part in activities alongside the children and this extends their interest and learning. This helps children learn well. During the inspection, one group was learning about the letter 'p', another about matching shapes to puzzles and another was using computers. Each of these groups was making good progress as they were learning key skills that they will need later in their schooling. Overall, children do not have enough opportunities to learn from and to experience outdoor activities.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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

The provider confirms that the requirements of the voluntary 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**

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.