

Garway Pre School

Inspection report for early years provision

Unique reference number

EY375333

Inspection date

09/12/2008

Inspector

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Setting address

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Telephone number

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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

Garway Pre-School was registered in 2008. It operates from a demountable building on the Garway Primary School campus in Garway, Herefordshire. All children share access to a secure enclosed outdoor play area. Access to the provision is via steps and there is ramp access to the building. A maximum of 16 children may attend the setting at any one time. The setting opens Monday, Tuesday, Thursday and Friday between 09:00 and 15:00 during term times.

There are currently eight children attending who are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register.

The setting employs three members of staff, all of whom hold appropriate Early Years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

All children are warmly welcomed into the setting by friendly, approachable staff who demonstrate a genuine commitment to inclusion. Children are happy, settled and relaxed, as the staff respect and value them as unique individuals and have a very good understanding of how to meet their diverse needs. The well-established key person system and effective partnerships with parents ensure that activities are tailored to children's preferences, which means that they are motivated, interested and consequently making good progress in their learning and development. The manager and her staff team regularly reflect on their practice to identify strengths and areas for development in their provision. Effective use of their self-evaluation helps them to make continuous improvements with regard to children's welfare, learning and development, which has a positive impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- consider how children can be enabled to have greater access to free flow play using the outdoor area to its fullest extent
- develop the procedures for incorporating information from parents into their children's assessment records.

The leadership and management of the early years provision

The manager and staff work well together as a team to promote children's welfare, learning and development and a child-friendly atmosphere is prevalent throughout the setting. Robust recruitment, vetting and induction procedures are in place to

ensure the suitability of staff to work with children. The staff are appropriately qualified, experienced and highly motivated to develop their practice through regular training. Good systems are in place to monitor quality and foster improvement. The management committee and staff have a shared vision for the future and work together to ensure improvements are made when necessary. For example, the management committee and staff are currently working with the school to enable children to have greater access to free flow play using the outdoor area to its fullest extent.

A comprehensive range of policies and procedures, required for the safe and efficient management of the setting, are consistently implemented by staff to promote children's health, welfare and safety. Children's individual records are frequently reviewed to ensure their care needs continue to be met and their personal information is stored securely. Written risk assessments are in place for the premises, toys, equipment and activities and these help to ensure children's safety both in and out of the premises and whilst on outings. Children are further safeguarded because the staff have a good understanding of child protection issues, have accessed relevant training and know the procedures to follow should they have concerns.

Children are treated as individuals and close relationships are developed between key persons, children and their families. The setting has suitable procedures in place to liaise with the local school and other agencies and this helps to promote continuity of care for the children. Parents are provided with good information about the setting through access to policies and procedures, newsletters and display boards. Through being made very welcome, parents and carers develop a good rapport with staff and they regularly exchange verbal information about their children. However, the arrangements for incorporating parental information into children's assessment records are at an early stage and not yet fully effective.

The quality and standards of the early years provision

Children make good progress in all aspects of their learning and development and respond enthusiastically to the many interesting and stimulating activities offered. They often become involved and absorbed when learning new skills and squeal with delight when playing with their peers. Children are active learners who enjoy close attention and lots of opportunities to become creative and critical thinkers. Key persons work with children in small groups and good staffing levels ensure children receive high levels of adult support and personal attention. Staff have a clear understanding of the EYFS requirements and plan exciting, purposeful activities based upon children's interests and ideas. Effective planning and organisation ensure that every child enjoys and is suitably challenged by the learning experiences provided. Based upon thorough and accurate observations, activities are well matched to the full range of children's needs, so that all can succeed including those with learning difficulties and/or disabilities.

Children communicate well with others as they play and investigate and are developing confidence in the use of numbers and counting. Mathematical resources are readily available and children use weighing scales when baking

mince pies and Christmas cakes, complete number jigsaws and develop their number recognition ability as they see numbers in the environment. Children relish joining in with craft and sensory activities, such as exploring frozen jelly, clay and corn flour silk. Information technology skills are being acquired by the children through using various programmable toys and a computer. The provision of good quality role play equipment encourages children's imaginative play.

Staff are committed to working closely with parents and other professionals, including the local school, to ensure all children are included and develop to their full potential. Resources that promote diversity are used well to extend their understanding of different cultures and beliefs in the wider world. Regular walks around the locality and producing a joint nativity play with the school's early years department, enhance children's links with the local community and help them develop a strong sense of belonging. There is a strong emphasis on caring and sharing, with staff using a positive, consistent approach to managing behaviour, taking into account children's understanding and maturity. As they learn to cooperate, show concern and play together harmoniously, due to staff guidance and good levels of care, children are developing social and personal skills to support their future economic well-being.

Effective steps are taken to promote children's safety, good health and well-being. Children learn to recognise the importance of different aspects of a healthy lifestyle as they are offered nutritious snacks and have opportunities to access the outdoor area as part of the daily routine. However, they do not have opportunities to choose the outdoor environment independently as part of their child-initiated play. Arrangements for safeguarding children are robust and regularly reviewed, and risk assessments are carefully organised and well managed. Children are actively encouraged to develop an understanding of how to stay safe. For example, they are taught how to evacuate the building sensibly and talk about road safety when they go out on walks in the locality.

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 registration.

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.