

# Stawley Under Fives Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	143081
<b>Inspection date</b>	15/01/2009
<b>Inspector</b>	Julie Neal
<b>Setting address</b>	The Cricket Pavillion, Appley Cross, Stawley, Wellington, Somerset, TA21 0HH
<b>Telephone number</b>	07753552736
<b>Email</b>	
<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

Stawley Under Fives has been running since 1992 and is managed by a voluntary committee. It operates from the cricket pavilion situated in a large, enclosed field on the edge of the rural village of Stawley, Somerset. The Pavilion offers an attractive, light room and purpose built enclosed outside play area at the rear.

The group are currently open Wednesday, Thursday and Friday mornings between 09:30 and 15:00. They are registered for 20 children aged two to five years and currently have 19 children on roll. This includes 12 children who are in receipt of nursery funding.

There are four members of staff who work directly with the children, of these two, including the supervisor, have appropriate childcare qualifications and one is working towards these. The group are supported by the local authority and the Pre-school Learning Alliance.

## Overall effectiveness of the early years provision

Children consistently make very good progress in learning and development because there is a strong emphasis on planning to meet the needs of the individual child. The extremely inclusive environment enables all children, including those with specific learning and development needs, to thrive. Overall, systems of self evaluation are effective in enabling the setting to recognise their strengths and identify areas for development.

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

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

- review documentation to ensure it is in keeping with current requirements. For example, update policies and procedures to reflect the new statutory framework, and consolidate risk assessments
- consider the storage of children's lunchboxes, in order to be certain that perishable items remain fresh
- consider ways of including and recognising the views of parents and children as part of the self evaluation process

## The leadership and management of the early years provision

The leadership and management of the setting is good and is effective in promoting children's welfare, learning and development. Recruitment procedures are robust, ensuring all staff are suitable to work with children, and induction processes ensure that they gain a thorough knowledge of the setting's policies and procedures. For example, all staff have a very good understanding of procedures that safeguard children and are clear regarding any actions they should take

should they have concerns. However, some policies and procedures are out-of-date, as they do not consistently reflect changes to the statutory framework. Children benefit from the setting's strong commitment to staff training and development, which results in skilled and enthusiastic practitioners who have a good understanding of the Early Years Foundation Stage.

Systems are in place to evaluate the effectiveness of the provision in promoting children's learning and development. These generally identify areas for improvement effectively, and there is a very positive attitude in the setting to developing and enhancing children's experience. For example, at the last inspection, recommendations were made relating to improving planning, assessments and monitoring of children's progress in learning. These have been immensely improved and now are an effective tool for staff in identifying the next steps in learning for each child. Staff seek the views of parents and children regarding the provision, but have not formally recognised these as part of their self evaluation process.

Parents and carers are made welcome in the setting, and staff work closely with them to ensure their children's individual needs are met. Settling in procedures are very good, and parents and children are given plentiful opportunities to become familiar with key adults. This results in children who are secure and happy when they begin regular attendance at pre-school. Staff ensure they gain comprehensive information from parents to enable them to meet the individual needs of each child. For example, working closely with parents and others involved in the care of children with specific needs, in order to ensure a consistent approach.

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

Children thoroughly enjoy an extremely good variety of activities that promote learning and development in all areas. Excellent organisation of resources creates a welcoming and stimulating learning environment, where children can move freely between indoors and outside. Children are encouraged to make choices about what they do, and staff facilitate this very well. For example, at circle time, they talk to children about some of the equipment that is available and what children may like to do with it, such as 'sink and float' experiments in the water tray; they look at photographs of different activities and resources and discuss how they can use these. This ensures that all children have a clear purpose in mind as they set off to play. Children are very enthusiastic learners who are confident and eager participants. They are proud of their achievements and benefit from taking part in unusual projects that enhance their knowledge. For instance, children thoroughly enjoyed taking part in building a traditional cob walled shelter, and talk enthusiastically about how straw and mud is mixed and used to build the walls.

Staff have clear knowledge and understanding of the Early Years Foundation Stage, and implement this well. Planning is simple and effective, using children's individual learning plans as the starting point and organising activities to support their learning objectives and to reflect their current interests. Observations of children are used most effectively to monitor the progress they are making and generally assessment records reflect this, identifying the next steps in learning and

development for each child. Parents are involved in the development and monitoring of their children's individual plans, and staff discuss with them activities they can do at home that support learning.

Children's health, safety and wellbeing is supported well. Staff have a very good understanding of individual children's health issues, and have undertaken additional training where necessary in order to support their specific medical needs. Health and hygiene routines are, overall, very thorough and ensure a clean environment where children are protected from the risk of cross infection. Children understand the importance of washing their hands before meals and take care to do so thoroughly. Snacks are healthy and staff make good use of the opportunities presented by mealtimes to encourage children to learn practical skills. For example, children competently spread their own crackers, peel fruit and pour their own drinks. Children bring packed lunches. Storage of these is not sufficient to ensure that perishable items, such as dairy produce, remain at a suitably low temperature. Children are safe and secure in the setting. Access is strictly monitored and staff have good systems of daily checks in place, that take account of the fact that the premises is used by other members of the community when the pre-school is not in session. Children have a good understanding of safety rules in the setting, particularly relating to use of equipment, and they take part in regular fire drills. However, risk assessment documentation does not consistently support the staff team's good practice and does not provide a useful resource for staff reference.

## 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?	1
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?	1
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**

Since the last inspection, 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.