

Barby Pre-School

Inspection report for early years provision

Unique reference number	219877
Inspection date	02/12/2008
Inspector	Sheila Dawn Flounders
Setting address	The Village Hall, Kilsby Road, Barby, Rugby, Warwickshire, CV23 8TT
Telephone number	01788 890261
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

Barby Pre-School is a committee run group. It opened in 1992 and operates from the village hall which is situated in the centre of the village in rural south Northamptonshire. A maximum of 25 children from two to five years may attend the pre-school at any one time on the Early Years Register. The setting is open each weekday during term time from 09:15 to 11:45, except on Thursday, with the session on Mondays and Tuesday extended to 12:45; on Thursday they are open from 12.30 to 15.00. All children share access to a fenced area at the rear for outdoor play. The premises is accessible to the main entrance but has steps down into the rear play area.

There are currently 22 children aged from two to under five years on roll, including children who receive funding for early education. Children attend from Barby and the surrounding area.

The nursery employs four members of staff. Of these, one has qualified teacher status, and the rest hold appropriate early years qualifications. The setting receives support from the local authority. They are an accredited member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Children enjoy their time in the pre-school and are made to feel very welcome. The organisation of the sessions and activities provided promote inclusive practise and most information required to enable staff to meet children's individual needs and the requirements of the Early Years Foundation Stage (EYFS) is obtained. The setting have worked to complete the recommendations from their last inspection and have recently completed the first stage of their accreditation. They are realistic in acknowledging their current strengths and weaknesses which mainly concern paperwork. Current leaders demonstrate a strong commitment to continuous improvement with planning already in place for future developments.

What steps need to be taken to improve provision further?

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

- extend the evaluation of activities and children's assessment records to identify each child's learning priorities so that relevant experiences are planned
- ensure effective continuity and progression for children who attend more than one setting by sharing relevant information.

To fully meet the specific requirements of the EYFS, the registered person must:

- assess all potential risks to children and maintain a record of the regular review of these, including which

30/01/2009

- aspects have been checked and by whom (Suitable premises, environment and equipment)
- improve knowledge and understanding of the requirements set out in regulations, particularly about information needed from parents and recording children's keyworkers on registers (Documentation).

30/01/2009

The leadership and management of the early years provision

Strong leadership from the supervisor and committee is working to the benefit of the children. The committee effectively share their responsibilities and support the staff in providing children with a suitable environment, ample resources and also practical input on a daily basis which is supplemented by regular volunteers. Generally good use is made of the premises, time and resources to overcome the drawback of being a 'pack away' group. Most necessary documentation, policies and procedures are in place, however insufficient attention has been given to updating these to reflect the EYFS. As a result information is not obtained about all parents details, who has legal and parental responsibility and the wording for medical consent gained could be misinterpreted and does not fully reflect the requirement .

Parents receive detailed information about the group, both before their child starts and ongoing, although a small portion of this is out of date. They feel well informed about their child's achievements and progress and comment that their child's assessment records accurately reflect what they know about their child. They welcome opportunities to contribute their comments at formal meetings and on a daily basis, although these are not always recorded. They are involved in their child's learning through access to the planning, invitations to add to the interest table, participation in the library scheme and when their child takes turns to send in a favourite story for staff to read to the group. Relationships with most other professionals working with the children are established, although these are not in place with other settings attended to ensure continuity.

Suitable systems are in place to monitor and evaluate the provision with staff having regular supervision and annual appraisals, some committee members spend time in the sessions and the supervisor keeps an overview of all the children's records. Self-evaluation have taken place for their recent accreditation, although much of this involved the previous staff grouping. The new manager is working with staff to implement positive changes. Children are adequately safeguarded because staff are aware of the signs and symptoms of abuse and confident that they would act to protect children, although some are less confident in their understanding of the settings policy. Systems are in place to ensure that only vetted individuals have unsupervised access to children and that staff recruitment is robust.

The quality and standards of the early years provision

Children are actively engaged in activities, with opportunities provided to develop their own play and ideas alongside adult support, with some more focussed activities to ensure all areas of learning are included. All staff help plan the curriculum, which offers a good balance of activities. However the evaluation of activities does not consistently identify if the intended focus of learning has been achieved. Learning takes place cross-curricula, for example, when small groups make individual Christmas cakes they talk about 'how many' ingredients they add. Each child takes turns adding, mixing and spooning out the mixture developing their control of utensils and observing the changes. Use of eggs provides the opportunity for children to talk about eating them at home for breakfast with the discussion extending to the chickens some children keep, reflecting knowledge and understanding of the world. Keyworkers know their children's abilities well and record this in the positive information added to children's assessment records. These contain some variety of evidence demonstrating that children are making good progress, although each child's next steps are not identified to ensure challenge is provided and learning continues in all areas.

Most aspects of the welfare requirements of the EFYS are in place, although some potential risks are not fully considered as the current assessments do not consider all things with which children come into contact and the daily check is not recorded. Security of the premises has been improved and children are made aware of how to keep themselves safe through practising the emergency evacuation drill monthly. Positive use is made of the 'All about me' sheets and settling in visits to obtain information about children's individuality and care needs. The staff are proactive in supporting children to independence in their hygiene routines and has a result children mainly understand the importance of hand washing and it is very much part of their routines. Children are beginning to benefit from the recent addition of their own outdoor play area, which adds another dimension to many of their activities whilst also providing fresh air and exercise. Children generally behave well and staff know how to handle incidents that occur. Children are developing the skills that contribute to their future economic well being.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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?	3
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 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.