

Old Newton Under Five's

Inspection report for early years provision

Unique reference number	251584
Inspection date	15/12/2008
Inspector	Sarah Johnson
Setting address	Village Hall, Church Road, Old Newton, Stowmarket, Suffolk, IP14 4ED
Telephone number	07871 858 183
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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

Old Newton Under Fives opened in 1970 and is one of two preschool settings managed by a voluntary committee made up of parents of children at the setting. It operates from a room in a village hall, situated in the village of Old Newton in Stowmarket, Suffolk. The premises has small ramps leading to all the external doors and there are accessible toilets available. A secure outdoor area and nearby playing field are used for outdoor activities. A maximum of 26 children aged between two to five years may attend the preschool at any one time. The setting is open Monday, Tuesday, Thursday and Friday from 09:45 to 12:15, during school term times. The preschool has very close operational links with its second registered provision. This offers children who are rising five years an additional session on Wednesday morning from 08:45 to 11:15 at Old Newton Primary School.

There are currently 22 children on roll, all of whom are within the Early Years Foundation Stage (EYFS) years. These children live in the local area and some of the children also attend other early years provisions in the local area. The setting is in receipt of nursery education funding. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are three members of staff. Of these, all staff hold appropriate early years qualifications and one members of staff is working towards a further qualification. The setting is currently caring for a number of children with learning difficulties and/or disabilities and have strategies in place to support children who are learning English as an additional language.

Overall effectiveness of the early years provision

Children are provided with very good levels of care and make positive progress in their learning and development. They are confident, independent and clearly enjoy their time spent at the preschool. Effective partnership working with parents and outside agencies ensures that all children are provided with appropriate support in order to fully participate in the setting. The preschool is led by a motivated manager and staff team who value the process of self-evaluation and demonstrate a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of the indoor space to ensure children are supported to learn how to move about safely without endangering themselves or others.

The leadership and management of the early years provision

The manager and staff work together as a motivated and cohesive team. They have completed a good range of training to ensure they have the knowledge and understanding they need to promote children's welfare, learning and development. Their effective practice is underpinned by the written policies and procedures which are reviewed regularly and shared well with parents. Robust recruitment systems are followed to ensure that children are well cared for by suitable, experienced and well-qualified staff. Thorough daily risk assessments are carried out to ensure children's safety. For example, risk assessments are completed and recorded before children are taken on visits to the local Church and the nearby playing field. Children are effectively safeguarded from harm and neglect by staff who have attended safeguarding training and have good understanding of child protection issues. They experience very good levels of direct support and attention because the manager organises the deployment of staff, students and parent volunteers very effectively.

Strong partnership working with parents and outside agencies ensures that all children have their needs well met and that an inclusive environment is offered where all children are able to fully participate. Staff build positive relationships with parents and effective two-way communication systems with parents, ensuring that parents are involved in their children's learning. Parents and their children complete, 'All about me' books so that valuable information is gathered about children's likes, dislikes, family backgrounds, routines and starting points in learning. Parents are very well informed about the activities that children are participating in during their time at the setting and interest books offer parents an opportunity to contribute ideas and information that may enable staff to further support children's learning. There are regular opportunities for parents to discuss their children's progress with staff including daily discussions with their children's key person and open evenings to share assessment records.

Regular self-evaluation and reflective practice takes place through weekly team meetings. As result, staff often trial and adapt routines and practices to bring about sustained improvements to the provision. Staff are eager to maintain their good practice and regularly participate in ongoing professional development training. The staff work together to update the setting's self-evaluation form, ensuring all areas of practice are evaluated. Staff also value the views of parents and children and use comments on parental questionnaires to identify any key priorities for future improvement.

The quality and standards of the early years provision

Children make good progress in their learning and development, well supported by staff who get to know them very well and enjoy interacting with them in their play. An effective key person system ensures that staff and children develop strong relationships, helping children to feel safe and confident in the knowledge that there is someone close by to support them if needed. For much of the session, children are able to make choices about what they want to do from the selection of

resources set out by the staff. Staff carefully prepare and plan the environment in order to provide a good balance of experiences across all areas of learning and development. There is very good provision for daily access to the outside learning environment and good use is made of the nearby playing field, where children have space to run around and play group games together. There are rich sensory experiences available for children through art and craft activities and discovery trays filled with autumn leaves, grains of rice and shaving foam.

The staff demonstrate good knowledge and understanding of the EYFS and how to promote children's learning and development. All staff are involved in making insightful observations of children's development and interests. These are recorded meaningfully in each child's 'Learning Journey', along with photographs of the children at play. The assessments are given high regard in the planning process and are used systematically to identify learning priorities and to plan relevant learning experiences for each child. Staff work well with parents to provide effective support for children with learning difficulties and/or disabilities. Strong links with outside professionals such as the Area Special Educational Needs Coordinator (SENCo), Speech Therapist and Occupational Therapist, provide good support for the manager as she develops individual education plans for children with specific needs. The staff are proactive in sourcing additional resources which promote children's full participation in activities and they welcome ongoing advice from their Inclusion Officer.

Children enjoy sociable snacks times when they join together to share healthy snacks such as pineapple pieces, raisins and bananas. Staff use this time to engage children in relaxed conversation and children happily talk about things that are happening in their lives. Children are well supported to learn how to stay safe during cooking activities, as the staff explain that they should not touch the sharp lid removed from a tin can. Although staff do frequently remind children of the dangers of running indoors, they have observed that children frequently run at speed to the toilets, often resulting in children bumping into each other. This is mainly because the layout of some parts of the hall have not been fully reviewed to discourage children from running. Children are very well behaved and are forming positive relationships with one another as they play cooperatively, confident about reminding one another that they need to share and take turns. They eagerly help to tidy away the resources and politely say 'please' and 'thank you' in their conversations with others. Children have frequent opportunities to make progress in communicating and literacy. For example, they are learning to listen carefully to others during group sharing times and show a strong interest in writing their names on labels and in the cards they make for their families.

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 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.