

Thurlow Bradley & District Pre-school

Inspection report for early years provision

Unique reference number	251803
Inspection date	24/11/2008
Inspector	Lynn Lowery
Setting address	The Sunshine Building, Thurlow VCP School,, Little Thurlow, Haverhill, Suffolk, CB9 7HY
Telephone number	01440 783688
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

Thurlow, Bradley and District Pre-School opened in 1997. It operates from one room, in purpose built de-mountable premises, in the grounds of the local primary school in Thurlow. It is fully accessible to disabled children and adults. The pre-school serves the local area and surrounding villages. The setting is registered on the Early Years Register to care for a maximum of 24 children at any one time. There are currently 28 children on roll, including 15 funded children. Children attend for a variety of sessions. The setting currently provides for children with learning difficulties and/or disabilities. The pre-school opens five days a week during school term-times. Sessions are from 08.30 until 15.20 from Monday to Thursday and from 8.30 until 12.40 on Fridays. Four members of staff work with the children, two of whom are full-time and two are part-time. All staff including the manager hold appropriate qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

This is a well run pre-school where suitably qualified staff are committed to helping children learn in a safe, supportive and interesting learning environment. Children thoroughly enjoy their time here and develop good social skills and positive attitudes to learning. There are very good links with parents, who say they are kept well informed and included in their children's learning. Good links with the adjoining primary school ensure a smooth transition into the reception class. Staff have accurately evaluated provision and are committed to ensuring there is ongoing improvement. They regularly attend courses to update and extend their knowledge in order to do this. Rigorous safeguarding procedures are in place and ensure children are protected from harm. Children with additional learning needs are very well supported.

What steps need to be taken to improve provision further?

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

- improve planning so that activities are more closely matched to the full range of ages and abilities, particularly the most able
- monitor children's learning choices to ensure they make the most of the full range of activities provided.

The leadership and management of the early years provision

Very good working relationships between staff, parents and children, and a very strong sense of 'teamwork' underpin the success of this pre-school. Parents are well informed about their children's progress. They particularly appreciate the daily communication and staff's willingness to listen to their concerns. Staff meet

together every Friday to discuss the children's needs, review the week's activities and plan for the next week. Together they have completed the Ofsted Self-Evaluation Form and have judged the quality of their work and identified areas that could be improved. Rigorous safeguarding procedures help ensure children are kept safe from harm. Risk assessments are regular and children are very carefully supervised. Regular meetings with the reception class teacher on site ensure a smooth transition, but staff recognise the need to extend their links with other receiving schools.

The quality and standards of the early years provision

Weekly planning shows there is a wide range of interesting activities covering all six areas of learning, which enables pupils to make good progress towards the early learning goals.

Children thoroughly enjoy their time at the pre-school. They move freely between indoor and outdoor activities. Children are encouraged to be independent and enjoy selecting their own resources and activities, but the staff realise they need to monitor children's choices more carefully to ensure they try new things and develop the range of skills expected. Social skills are very well developed. Children show responsibility, take good care of the resources and willingly tidy up. They grow in confidence, are thoughtful and helpful. Children play well together, taking turns and sharing. The atmosphere is calm and purposeful because children are fully engaged in their learning.

Children enjoy sharing books with adults and listening to stories. Outside, they play with sand and water and improve their balance and co-ordination on the climbing frames, tyres and a wooden walkway and by throwing and catching. Creative development is good. Children love role play and make excellent use of the interesting range of dressing-up clothes. They experiment with art materials and particularly enjoy painting. There are opportunities to develop early reading and writing skills, but these are recognised as an area for further development. Children move around sensibly and safely and are very hygiene conscious.

Children have 'key workers' who take particular responsibility for their welfare and learning needs. They liaise well with parents to ensure children's personal interests are taken into account and closely observe and record their progress in the 'Learning Journey' folders. This enables them to plan their next steps in learning and to suggest how parents can contribute. However, this information is not yet fully used to ensure that the most able children are sufficiently challenged. Staff are quick to identify children's learning difficulties and ensure they receive very good levels of support. This includes advising parents on how they can help their children at home and parents particularly appreciate this.

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.