

# Nunney Pre-School

Inspection report for early years provision

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**Unique reference number** EY357967  
**Inspection date** 25/11/2008  
**Inspector** Stephanie Matthews

**Setting address** The Sharon Dobson Building, c/o Nunney First School,  
Catch Road, Nunney, FROME, Somerset, BA11 4NE  
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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

Nunney Pre-School benefits from its purpose-built site and also its standing in the community, where it has been established for many years. It is adjacent to Nunney First School and children can use some of their outdoor facilities. The indoor space is good and there are good and safe facilities for cooking and preparing snacks. There is suitable provision for adults or children with disabilities. The outdoor space is well planned and there is room for a garden where children can grow flowers and vegetables. At present there is no covered area but the committee is planning to acquire a polytunnel that will enhance provision for outdoor play.

The pre-school is open Monday to Friday, from 08.45 to 11.45 and from 12.15 to 14.45, during term times. On Thursday mornings a parent and toddler group meets in the pre-school building. There are currently 32 children on roll, 13 of whom are funded three- and four-year-olds and six are two-year-olds. There are no children with identified learning difficulties or disabilities and no children who speak English as an additional language.

Six members of staff work within the setting. All are appropriately qualified and very experienced. The two joint supervisors share the day-to-day management of the setting. A voluntary committee of parents has overall management responsibility and an administrator coordinates the appropriate areas of financial and other management.

The pre-school works closely with Nunney First School, the church and the local community. It receives advice and guidance from the local authority and provides placements for students in training or on work experience. The pre-school is on the Early Years Register.

## Overall effectiveness of the early years provision

Overall provision is good and the staff show a good capacity for continuous improvement. Children are well cared for and all aspects of learning are provided for. Routines are well established and children arrive and settle in very happily. They progress well in all six areas of learning and this progress is monitored carefully through an effective system of ongoing assessment and through a photographic record that illustrates children's progress clearly.

At present the setting provides limited opportunities for children to access Information and Communication Technology (ICT) equipment and children do not have enough opportunity to choose to use computer keyboards or tape recorders as part of their independent playtime.

The outdoor play area, although well equipped, is limited by the lack of any cover or shelter where children can play in poor weather.

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

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

- improve access to and use of outdoor play area
- provide more opportunities for children to use Information and Communication Technology (ICT) equipment

## **The leadership and management of the early years provision**

The management of the setting is good. Staff review the work of the provision and look for ways to improve. The committee of volunteer parents has been very effective in improving resources through fund raising. They have also identified opportunities to enhance provision through taking advantage of offers of help from the local community. The decision to maintain staffing levels despite the fall in the number of children on the register has ensured that adult:child ratios are now very good and that the setting retains the experience and expertise of its high quality staff.

The two joint supervisors provide very effective leadership and management. They know the setting and the community exceptionally well and have established really strong relationships with parents and carers. One parent expressed her enthusiasm for the pre-school very clearly when explaining that three of her children had really enjoyed attending and that she intended to send her fourth child when he was old enough. The community aspects of the setting are especially strong; during the inspection children were taking part in a Christmas tree competition with the local church. They had also visited a residential home for the elderly and had had the opportunity to find out positive things about people with disabilities. This emphasis on the setting in its local community and its links with the local school and church is proving very beneficial to the children and to the village community.

All aspects of safeguarding are in place and parents are kept well informed, for example, about a case of chickenpox.

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

The quality of provision is good. The setting provides a good standard of education and welfare.

Children progress well in all aspects of learning because they are well looked after and provision for them is good. Indoor learning is well planned and there are lots of activities where children can use their imagination and develop the required skills. Role play areas involving quarrying activities and a hairdressing salon help to build on their existing knowledge and understanding. Children learn about letters and numbers through varied activities and develop good speaking and listening skills because their carers talk to them whenever possible. Children's

understanding about being safe and healthy is illustrated by their care in making sandwiches and in their game of swimming in an imaginary pool with armbands improvised from foam blocks. They have access to musical instruments, a digital camera and electronic toys. There is a desktop PC for occasional use, but at present, children have limited access to computers because of a lack of equipment or a designated space.

Outdoor play is popular and children can go out in the winter because they now have Wellingtons and rain jackets. Although quite small, the outdoor play area provides opportunities for all six areas of learning and a garden where children can find out about growing things. Although there is a pavilion in another area of the site, there is no cover in the play area and this limits its use in wet weather.

Children have opportunities to go on walks in the village, to a farm and to the seaside. These activities, like all activities with the setting, are well managed and staff ensure children's safety at all times. The supervisors are very alert to all issues of health and safety and conduct daily risk assessments. The progress of individual children is monitored carefully and clear records are kept, for example, in the form of each child's personal pathway. A good photographic record is kept which helps keep staff and parents aware of what individual children know, understand and can do. Liaison with the adjacent first school ensures ease of transition. There is clearly a very good emphasis on the enjoyment of learning and on giving children opportunities to make discoveries in their learning in a stimulating and safe environment.

## 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?	2
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?	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](http://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.