

Ketton Early Birds-Pre-School and Out of School Care

Inspection report for early years provision

Unique reference number	EY372575
Inspection date	09/12/2008
Inspector	Bob Greatrex
Setting address	Church Walk, Kedington, Suffolk, CB9 7QZ
Telephone number	01440 709666
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).

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

Ketton Early Birds Pre-School and Out of School Care registered in 2008. The registration was prompted by a move to new premises. It operates from new, purpose-built single-storey premises accessible by all in the grounds of a school. A maximum of 26 children may attend the group at any one time. The setting is open each weekday from 08.00 to 17.30 throughout the year. A secure enclosed outdoor play area is accessible via a flight of steps only. There are currently 61 children aged two years to under five years on roll. Of these, 36 receive funding for nursery education. Children come from the local community.

The group supports a number of children with learning difficulties and/or disabilities and could also support children who speak English as an additional language. The setting employs 12 members of staff and one administrator. All members of staff, including the manager, hold appropriate early years qualifications. The setting is supported by the Pre-School Learning Alliance (PSLA) and the local authority's area Special Educational Needs Coordinator (SENCO), development officer and early years support teacher. The setting is on the Early Years and Childcare Registers.

Overall effectiveness of the early years provision

This good quality setting knows each child's individual needs and puts children's welfare and learning at the heart of all it does. Activities are designed to encourage children to enjoy learning, explore confidently and learn to co-operate so they develop self-esteem and independence and enter school with a thirst for knowledge. The smooth move to the excellent new premises is an example of the very good leadership and management, and the strong teamwork upon which the setting is built. The setting carries out regular reviews and is always striving to improve further. The outdoor provision is satisfactory with plans to develop it further.

What steps need to be taken to improve provision further?

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

- improve the outdoor provision to enable all children to make progress in all six areas of learning in the EYFS.

The leadership and management of the early years provision

Although the setting has moved location and expanded, very good management has ensured that the quality of provision has been maintained at a high standard. Much has already been achieved, and staff continue to be very reflective in order to assess what they are doing and review whether they are making the best use of their new facilities. All statutory requirements are met and thorough policies and

procedures are known by all staff so that practice is consistent. An example of the effective leadership is the thorough and detailed action plan that followed the last inspection and led to many improvements demonstrating good capacity for further improvement.

Staff form a very effective team because they share a common vision for the setting to ensure children develop well. All staff have suitable qualifications. Management has a strong commitment to staff training and development so that every person is valued and given opportunities to broaden their knowledge.

The partnership with parents is strong and improving as, for example, the parents share roles such as recording significant achievement in 'learning journeys'. Parents enjoy the opportunity to see and participate in the working of the setting during 'open week' and say this furthers their understanding and gives them greater insight into their child's development. Close ties with the local school are very beneficial to children and ensure a smooth transfer. The recent joint parents' information session was popular and described by parents as 'very useful'. The setting works closely with outside agencies to support children's learning and development better.

In the short time that the setting has been in the new premises, and while it has expanded rapidly, good quality provision has been maintained. However, staff recognise that there is more to do to develop the full potential of the setting.

The quality and standards of the early years provision

The provision for children's development is very good. Many opportunities for purposeful play mean that children settle very quickly and these worthwhile experiences contribute to their growing concentration and perseverance. They are very confident to initiate their own tasks. Staff are skilled and encourage children to investigate and explore. One parent stated, 'He is encouraged, he now asks lots and lots of questions, his vocabulary has improved a lot, he wants to hold a conversation'. Children begin to develop a love of learning and thirst for new experiences. They pay attention and are very curious and keen to learn. They are very keen, willingly join in and clearly enjoy their learning, so their enjoyment and sense of achievement is outstanding. Children's vocabulary and thinking skills are developed well because staff ask open-ended questions that encourage thoughtful responses. In discussion, they give descriptions with a lot of detail. Children's independence is developing very well because of the opportunities they are given to be responsible for their own learning. They make a very positive contribution and are developing very well the skills they will need later in life. Each child has a key worker with a particular focus on that child and a role in fostering close partnership with parents so that the child can thrive.

Children's personal development is impressive. They enjoy excellent relationships with one another, have particular friends but mix very well and are learning to take turns even when that means waiting. An example of their very good independence is snack time. Staff give them opportunities to decide for themselves when to take their snack and to spread their own sandwiches. They understand the importance

of hygiene and are always ready to help tidy up.

All children are included in the curriculum, although there is currently no wheelchair access to the outdoors. All children are accepted and encouraged, and made to feel welcome because the setting embraces and celebrates all cultures. Children are given a sense of their own uniqueness, within the setting family. One parent stated, 'Children love the pre-school. My daughter was ill yesterday and she cried because I kept her at home'.

The outdoor provision offers a satisfactory range of experiences. Children particularly enjoy the trees and their surroundings and all this offers for learning and playing, for example, 'going on a bear hunt'. However, there is no wheelchair access and this restricts the firsthand experiences that can be offered. There is no shade or shelter, or suitable surface for wheeled toys. Staff are very aware of this and they and the committee intend to bring about improvements.

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?	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

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

There have been no complaints made to Ofsted since registration.

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.