

Fulbourn Pre-School

Inspection report for early years provision

Unique reference number	EY366881
Inspection date	23/03/2009
Inspector	Emma Bright
Setting address	Fulbourn CP School, School Lane, Fulbourn, Cambridge, Cambridgeshire, CB21 5BH
Telephone number	07940 494 218
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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 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

Fulbourn Pre-School is managed by a voluntary management committee, made up of parents of children at the setting. It opened in 2008 and operates from the community room in Fulbourn County Primary School in Fulbourn, Cambridgeshire. A maximum of 26 children may attend the setting at any one time. The setting is open five days a week from 09:00 to 11:30, with a lunch club from 11:30 to 12:45 during school term times. All children have access to an enclosed outdoor play area.

There are currently 25 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 23 children receive funding for early education. The setting is registered on the Early Years Register. Children come from the local area. The setting currently supports a small number of children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The setting employs six staff. Of these, four hold appropriate early years qualifications and two are currently working towards a qualification.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children enjoy a wide range of activities and challenging experiences which effectively meets their needs and helps them to make good progress in their learning and development. Practitioners recognise and value the uniqueness of each child; good partnerships with parents and carers help to ensure that all children feel settled and secure. The setting has a clear awareness of the strengths and weaknesses of the provision and has secure systems of self-evaluation in place to enable them to prioritise areas for further development.

What steps need to be taken to improve provision further?

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

- develop further the system for closer working with parents so that they can support and extend their child's learning in the home
- improve security systems further with regard to the connecting door to the school
- develop the healthy eating policy further and include information for parents about appropriate food content for packed lunches and snacks.

The leadership and management of the early years provision

Practitioners work very well together as a team to ensure that all children receive good quality experiences. Secure systems are in place to monitor and evaluate the

provision to identify priorities for improvement; regular meetings enable practitioners to reflect on the provision and this has a positive effect on the setting as a whole. Practitioners have a secure knowledge and understanding of the EYFS requirements and this promotes positive outcomes for children. Robust recruitment and induction procedures and a clear commitment to ongoing training ensure that children are well cared for by caring and experienced practitioners.

Clear policies and procedures underpin the good practice at the setting and these are implemented effectively by all practitioners and shared with parents. Practitioners demonstrate a good knowledge and understanding of safeguarding children and are proactive in helping children to understand how to keep themselves safe. Thorough risk assessments are completed to ensure the environment remains safe for children. However, the connecting door to the school is not secure and this potentially affects children's safety.

The setting works well in partnership with parents and carers to ensure children's individual needs are fully met. Clear information is gathered from parents about their child before they start so that practitioners know children's individual interests and needs; this means they settle readily and feel secure. Written information and verbal feedback ensure parents are informed of their child's progress. Parents speak highly of the setting, and the practitioners who ensure their child receives a good-quality early years experience. Practitioners have a positive attitude to liaising with other providers delivering the EYFS and they are beginning to make these links in order to further support children's learning.

The quality and standards of the early years provision

Practitioners have a good understanding of how young children learn and this enables them to provide challenging and stimulating experiences and activities to support each child's learning and development. Practitioners take each child's interests and abilities into careful consideration when planning activities to ensure all areas of learning are effectively promoted. Practitioners record each child's achievements through a balance of photographs, examples of work and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development. However, parents have fewer opportunities to support and extend their child's learning at home.

Children's behaviour is good because practitioners set clear boundaries and have high expectations for all children in the setting. Practitioners use positive language to reinforce the rules of the setting and as a result children work harmoniously together. The key person system works very well in practice and this helps children to feel settled and secure. Practitioners actively work with parents, carers and other agencies to support the needs of children with learning difficulties and/or disabilities and ensure that they are fully included in the life of the setting. Children take part in fundraising activities such as 'Comic Relief' and this helps them to learn about helping others.

Children find out about nature and living things as they observe frog spawn in the pond; they crouch down to look at the tadpoles 'moving their arms' and they know

that frog spawn grows into frogs. Children's early writing skills are developing well as they are provided with lots of resources and activities to help develop their small muscle skills. For example, they use brushes and rollers to paint with water and they competently make marks to represent their ideas with large pieces of chalk. Children enjoy recording information such as how many people are staying for lunch and they competently give demonstrations on how to operate a torch, informing adults that 'you need to know that so you can see in the dark'. These simple activities lay the foundations to support the children's future economic well-being.

Children enjoy healthy snacks which are offered on a 'rolling' basis so that they can choose when they want to eat; this allows them to continue their activities and enhances the flow of the session. Clear information is gathered about children's dietary requirements and this ensures they can eat safely. However, the healthy eating policy does not provide parents with sufficient information about appropriate food content for packed lunches and snacks. Practitioners provide lots of opportunities for children to participate in physical activity, both indoors and outside; they readily access the outdoor area throughout the session. Children demonstrate their understanding of keeping safe as they explain 'they must be careful near the pond so they don't fall in'.

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

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