

Swineshead Pre-School Centre

Inspection report for early years provision

Unique reference number	253656
Inspection date	08/01/2009
Inspector	Carly Mooney
Setting address	Northend, Swineshead, PE20 3LZ
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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).

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

Swineshead Pre-School registered in 1985. The group operates from a purpose built single story building in the village of Swineshead, Lincolnshire. The premises are accessed through main doors into a foyer area with a further pad locked door leading to the children's rooms. There is a fully enclosed outside play area. The children attending live in the village or surrounding rural areas. The pre-school is open each week day during term time from 08:30hrs to 15:45hrs.

The pre-school is registered on the Early Years Register to care for a maximum of 65 children at any one time from two to under eight years. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 76 children on roll, 54 of whom are in receipt of nursery education funding. Children can attend for a variety of sessions. The pre-school supports children with learning difficulties and/or learning disabilities.

There are 14 members of staff, of these nine hold a recognised childcare qualification and three are working towards. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

Children attending Swineshead Pre-school benefit from a very good provision which effectively meets their needs. They play and learn in an interesting and nurturing environment, where they are highly valued as individuals. Strong partnerships with parents are in place which helps children to make effective progress in their learning and development. Clear monitoring and evaluation of the provision enables staff to identify areas for improvement and inclusive practice is promoted well throughout the setting.

What steps need to be taken to improve provision further?

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

- review the system in place to ensure staff's arrival and departure procedures are clearly recorded.

The leadership and management of the early years provision

Staff are suitable to work with children as clear recruitment and vetting procedures are undertaken. Most staff are well qualified which is clearly demonstrated through their knowledge and understanding of how children learn. They work very well together as a cohesive team, presenting positive role models for children. There is a good commitment to attending training on a regular basis in order to consistently update their learning and skills. Systems are in place to effectively monitor and evaluate the provision to identify priorities for improvement, including parent

questionnaires and self-appraisals. Staff have effectively addressed the weaknesses made at the last inspection, which has a positive impact on children's welfare and learning.

Effective policies underpin the good practice at the setting and these are implemented effectively by all staff and made available to parents. Children's welfare is clearly safeguarded as the premises and outings are risk assessed and staff are sound in their knowledge of Local Safeguarding Children Board procedures and their duty to protect children in their care. Systems are in place to record children's, staff's and visitors' attendance, although staff recordings do not clearly state the times that they are present with the children.

The pre-school works extremely well in partnership with parents. Parents speak very highly of the setting, especially the friendliness and approachability of the staff. Staff demonstrate an excellent understanding of the benefits of working closely with parents, providing frequent opportunities for parents to become involved in their child's learning. For example, they attend work shops on the Early Years Foundation Stage to gain an understanding of what and how their child is learning, therefore providing parents with opportunities to support learning at home. Parents are very well informed about their child's progress and achievements through termly parent talk times and they have regular opportunities to share what they know about their child. Strong links have formed with other agencies where necessary to meet children's individual needs.

The quality and standards of the early years provision

Staff demonstrate good knowledge and understanding of the Early Years Foundation Stage which enables them to offer challenging activities and experiences to support and extend each child's learning and development. Flexible planning is in place which also effectively incorporates children's ideas and interests. Staff are spontaneous and take advantage of unplanned opportunities for learning such as touching and discussing the frozen ice shapes that have formed outside. Staff carry out regular observations of the children as they play and these are added to their individual assessments. These along with play plans are used to inform planning and identify the next steps in each child's learning. Parents observations from home are also incorporated into the records each term. Staff use questioning effectively to support children's learning and extend their understanding. They make good use of routine activities such as snack time and toileting to promote learning. For example, name recognition and letter sounds through individual name cards and numbered toilet cubicles.

An effective key worker system is in place which helps children feel secure and settled. Children clearly enjoy their time at the setting and have developed close relationships with both adults and peers. They happily sit together in group activities, with older children understanding the need to share and take turns. All children within the pre-school are confident to access resources from the well-organised rooms and choose where they would like to play. Older children are independent in their self-care as they take themselves to the toilet, attempt to put on their own coats and confidently collect their own bowl, cup and eating utensils

at snack time. Children have daily opportunities to share and enjoy books, rhymes and songs. They are becoming confident communicators because staff are responsive to them and listen to their ideas and opinions.

The natural environment is promoted well as children are able to explore a sensory garden, wild area and play in their own bug hunting house. An orchard and growing section of the garden enables children to grow their own fruit and vegetables which helps gain an understanding of where food comes from. Children confidently ride bikes, tractors, cars and scooters around the outside play areas, negotiating space well and manoeuvring in and out of static equipment. Younger children enjoy climbing in and out of the ball pool within their room and throwing the balls into the air. Planned activities such as local walks and sports day further promotes children's enjoyment of physical exercise and play. Children are able to freely express their creativity through a range of daily activities, such as painting, sticking and play dough. Children use their imagination well during role play as they enjoy being a dinosaur, policeman or princess.

Children are provided with an excellent range of healthy and nutritious snacks including hot choices such as pasta. Staff's excellent understanding of how to promote health and physical well-being has recently been recognised through gaining a Healthy Childcare award. Children grow many fruit and vegetables such as potatoes, courgettes, apples and pears, which they help harvest, prepare with the cook and eat as part of their snack. Drinking water is available for all children throughout the day through dispensers, which they independently access to keep themselves hydrated. Comprehensive risk assessments are carried out on a regular basis to ensure children's safety and they learn about keeping themselves safe through participating in regular fire drills and learning about road safety on walks. Clear records are kept in relation to accidents and medication and individual health needs are carefully adhered to. Staff ensure all children feel recognised and valued and are included in all aspects of the setting, which enables them to make clear progress in their learning and development.

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?	1
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?	1
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.