

# Arlesey Preschool

Inspection report for early years provision

---

<b>Unique reference number</b>	EY312527
<b>Inspection date</b>	10/02/2009
<b>Inspector</b>	Lynne Kathleen Talbot
<b>Setting address</b>	Arlesey WI Hall, High Street, Arlesey, Bedfordshire, SG15 6SN
<b>Telephone number</b>	07815 293670
<b>Email</b>	
<b>Type of setting</b>	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

Arlesey Pre-school opened in 1983 and was registered at the current premises in July 2005. The provision operates from a single hall in the Women Institute's premises in Arlesey, Bedfordshire. The building is set on one level with two steps at the rear, portable ramps are available. Children have access to a fully enclosed outdoor play area.

The provision is open each weekday in term-time and sessions are from 09:10 to 15:15 on Mondays to Thursdays with a lunch club in operation. Friday sessions are from 09:10 to 11:40. Registration is for 24 children at any one time. The provision receives funding for Nursery Education. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 43 children on roll, all of whom are within the Early Years Foundation Stage (EYFS).

Four children attend other settings offering EYFS. The setting supports children with learning difficulties and/or disabilities. There are seven staff members and, of these, six staff hold relevant childcare qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Planning for activities is appropriate and promotes children's welfare, learning and development in line with the principles, practice and requirements of the EYFS. Staff create a very welcoming environment using clear risk assessments and maintaining robust safeguarding procedures. All procedures have regard to inclusion with strong relationships built with parents and carers to support the consistent and secure care for all individuals. Partnerships with other settings providing EYFS are as yet undeveloped. Procedures for self-evaluation are basic, but general procedures result in a service that is responsive to the needs of its users.

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

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

- develop links with all other settings providing for children in the EYFS
- develop the procedures for evaluating daily practice
- extend the use of planning and assessment to show how they link to the next steps for children, show the progress which children are making, ensure that initial starting points are established with ongoing parental input.

## The leadership and management of the early years provision

Clear policies and robust safeguarding procedures ensure that children's needs are met. Staff use daily and long-term risk assessment to check that hazards are

minimised within the premises and for outings undertaken. Security is closely monitored with internal doors secured, a bell for entry and a high regard to use of the visitor record. Staff review and update training completing NVQ qualifications and safeguarding; this ensures continued development. Self-evaluation procedures are in the early stages with systems to gather feedback in place but not yet informing evaluation. This means that the provision does not evaluate its impact on the general development of children.

The provision works well with parents and carers to ensure that there is a clear exchange of information to promote children's welfare. Questionnaires and newsletters are used to maintain that relationship. Initial settling-in procedures include an induction for families as well as a learning and development profile for their child. However, there is no system to continue this input into the learning programme which means they are not fully involved in children's learning. The provision has, as yet, no established system to make links with other settings providing for children in the EYFS to establish a three-way partnership caring for children.

The provision is pro-active in supporting every child and works closely with parents where specific needs are identified. This is shown by the signing and non-verbal communication used, by learning some words from languages such as French, and by the review of the premises when children require mobility support. Children are largely independent with most resources in sufficient supply to support independent play. Planning for activities promotes good progress with child-led activities. However, observations made do not suitably track children's progress or feed into the planning, meaning that children may not be sufficiently assisted to reach their full potential.

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

Children are consistently offered a stimulating range of activities which enable them to make good progress. Resources are mostly attractive and accessible encouraging children to investigate their environment and initiate learning. Observation and assessment feeds into progression charts for most children but does not show interests identified or next steps for development, or direct the planning. Focus activities are designed to continue themes, such as 'paint and colours', but these do not show differentiation for individual children. This means that children may not be offered challenge or opportunities to achieve the next steps in their development.

Staff respond positively to children's interests during sessions. For example, when making dough, children become engrossed in mixing, adding water and observing the colour changes. They discuss the process exploring new language as they compare what they see. They make estimations about quantities of water needed and assess how many children will be able to share the dough. Children explore vehicles and roadways with support from staff and discuss traffic lights, extending their understanding of road safety. The concept of lifts in buildings and the mechanism to make helicopters rise are discussed leading children to develop their interest in the world around them and technology.

Children make friends and share easily as shown when they offer dressing-up clothes to others. Children enjoy reading 'books' made by families showing family groups and links with home. This promotes their sense of security. They become involved with singing and dancing, playing musical instruments with delight and developing self-esteem. Children show that they use problem-solving during all activities. They count readily, name colours, share equipment evenly, and use early calculation when singing songs such as 'five little leaves'.

Children have opportunities to explore the natural world around them. They have giant snails which they discuss regularly, and care for caterpillars (within a controlled enclosure) as they emerge into butterflies before setting them free. Children grow flowers and vegetables such as broad beans and tomatoes using troughs and hanging baskets. These activities foster their understanding of care for living and growing things and help them to develop a sense of responsibility.

Children gain an appreciation of personal safety as they practice evacuation routines regularly and take part in packing toys away to prevent accidents. They enjoy visits from the police service, who use puppets and other objects, and gain knowledge of road safety and 'stranger danger'. Children gain an understanding of personal health as they discuss the healthy snacks provided and have access to large physical play both indoors and outside. They learn about healthy foods to eat as they enjoy lunch and discuss making themselves strong by eating 'good' foods. Children's behaviour is good and they proudly display stickers that are awarded for positive behaviours. This helps them to develop the habits and behaviour of positive learning for the future.

## 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.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### 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?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory 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 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.