

Somerleyton Preschool

Inspection report for early years provision

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Inspector

Glenda Kathleen Field

Setting address

Somerleyton Village Hall, The Street, Somerleyton,
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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

Somerleyton Preschool opened in the early 1980's and are a committee-managed group. They operate from the village hall in the village of Somerleyton, Suffolk and serve the local community. There is no outside play area. There is level access to the provision.

The provision is registered on the Early Years Register and can accommodate a maximum of 22 children at any one time. There are currently 20 children on roll, all of whom are within the early years age group. The setting is in receipt of funding for nursery education. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those with English as an additional language.

The setting operates five days a week during school term-times. Sessions are from 09.30 until 12.00. Five staff work with the children, three of whom hold relevant early years qualifications and two are working towards qualifications. The setting are members of the Pre-School Learning Alliance and works in close partnership with the local primary school.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children thrive and make good progress in the well organised learning environment. Children are confident and enjoy their time at the preschool as they have established warm, trusting relationships with the staff. All children enjoy a range of stimulating play activities, most of which are planned with their interests in mind. Effective partnerships with parents ensure children are included and their individual needs met. Most required documentation is in place.

What steps need to be taken to improve provision further?

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

- develop further the complaints policy to include the contact details of Ofsted.

To fully meet the specific requirements of the EYFS, the registered person must:

- complete a written risk assessment for each specific outing and ensure a written record of daily premises checks is kept (Safeguarding and welfare).

06/03/2009

The leadership and management of the early years provision

The committee and lead supervisor provide clear guidance to all staff and sound procedures are in place to support the successful running of the provision. Consequently, children are provided with a supportive environment in which to explore, play and learn. Safeguarding procedures are well understood by all staff, keeping children protected from harm or neglect. Robust recruitment and appointment procedures are followed to ensure children are well protected and cared for by suitable and qualified staff. Most policies and procedures are well maintained, however, the complaints procedure requires further development.

The committee and staff work well with parents and carers. Effective settling-in procedures ensure children are happy, secure and parents leave confident in the knowledge that their children are safe and well cared for. Parents are able to meet with their children's key person to discuss children's achievement records and add to their children's records at any time they wish to. Effective systems are in place to liaise with other settings delivering the Early Years Foundation Stage (EYFS) to ensure that children's needs are planned for across the differing settings that they attend, ensuring progression and continuity of learning and care.

The committee and staff are very committed to improving the preschool by keeping abreast of trends and developments in child care and education. They attend training, seek and act upon information from a range of sources, including the local authority link teachers. Recommendations made at the last inspection have been acted upon. Systems to evaluate the strengths and areas for development of the setting are in place and future plans include the provision of a secure outdoor play area.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make progress across all areas of learning and development. Staff have an excellent understanding of the EYFS and plan activities in response to individual children's interests and abilities, so ensuring children are motivated and eager to take part. All activities are adapted to enable less able children to achieve and provide challenge for more able children. Observations are made and used to assess children's progress and to identify learning priorities for each child.

Children benefit from an interesting range of child-initiated play and learning opportunities, supplemented by adult-led small and large group activities. They freely select their own resources from the child-accessible storage facilities within the room, thus supporting the development of their confidence and self-motivation. Staff are well deployed and support children's learning well. As a result children are keen to express their ideas through discussion, drawing, painting and early writing. Children use writing resources within their imaginative play, for example, children dressed as a police officers equip themselves with writing pads and pencils. Staff confidently read and share books with children, involving them in the telling of the story. Consequently, children independently access books for

their own enjoyment. Children are able to take home books from the setting to share with their parents. Thus involving parents in their children's learning.

Children are provided with many opportunities to promote their problem solving, reasoning and numeracy skills such as counting and sorting games, puzzles and construction resources. They benefit from a good range of large physical activities, for example, they enjoy creating a roadway system using a zebra crossing and various roadway signs when using the large wheeled toys. Children are learning about their community through outings made such as visits to the fire station, gym and transport museum. Visitors to the setting include music groups, dental hygienist, a local police officer and a librarian.

Staff are familiar with each child's individual background and needs. They have a positive attitude towards inclusion to ensure every children is able to fully participate within the preschool to help them achieve their full potential. Children are helped to acquire a positive attitude towards people who are different from themselves and staff are supportive in working with parents to help children develop an understanding of their own cultures and those of others. Effective systems are in place to ensure children with learning difficulties and/or disabilities are supported and included. Children respond well to staff's consistent approach to expected behaviour which helps to develop their understanding of right from wrong.

Staff have a thorough understanding of how to create a safe, welcoming environment in which risk is minimised. Written risk assessments are in place and reviewed regularly as required by the EYFS, however, written risk assessments are not completed for each specific outing made and daily visual checks are not recorded. The preschool promotes healthy eating practices by providing all children with a well-balanced range of nutritious snacks and drinks. All necessary documentation and written parental consents are in place, including consent for emergency medical treatment and advice.

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

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 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.