

# Queen Eleanor Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY380450
<b>Inspection date</b>	10/02/2009
<b>Inspector</b>	Kelly Eyre
<b>Setting address</b>	Geddington Village Hall, Queen Street, Geddington, Northants, NN14 1AZ
<b>Telephone number</b>	07804 332 954
<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).

## **Description of the setting**

Queen Eleanor Pre-school was registered in August 2008 and is privately owned. It operates from either the main hall or the little room at the Village Hall in Geddington, Northamptonshire. A slope to the main entrance means that the premises are accessible. Children have access to a range of outdoor play areas.

The setting receives funding for early education. It is open each weekday during term-time only and sessions are from 09:15 to 12:00. The setting is registered on the Early Years Register to provide 26 places when using the main hall, and 20 places when using the little room. There are currently 24 children attending who are within this age group. Most of the children live locally. A small number of children attend other settings, such as pre-schools, childminder's and local nurseries.

There are five staff members. Of these, two hold relevant childcare qualifications and three are completing training to achieve a qualification.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is outstanding. The excellent knowledge of each child and the unequivocal ethos of supporting each as an individual means that all children are highly respected and their individual needs are included in the planning and in all areas of this inspirational setting. Children make excellent progress and are offered sensitive support to ensure that they are included meaningfully and gain the maximum benefit from all activities and play opportunities. Key strengths of the setting are the excellent planning and exceptional use of outdoor spaces, meaning that children are consistently offered an extensive range of activities and experiences. Staff continuously evaluate their practice and have an excellent overview of their strengths and weaknesses. They devise clear action plans and implement appropriate changes, resulting in a service which is highly responsive to the needs of all children.

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

To further improve the high quality early years provision the registered person should consider:

- develop further the opportunities for children to gain a greater understanding of other cultures and ways of life.

## **The leadership and management of the early years provision**

Exceptionally comprehensive self-evaluation procedures mean that staff and managers are aware of potential areas for improvement. They actively seek feedback from parents and children, utilising this information to formulate plans

which lead to improvements for children. Recent changes have included the addition of a low-level hand basin so that children can wash their hands independently. The very genuine desire to promote the best care for each child means that managers and staff continuously review and update their training and knowledge. Highly effective safeguarding policies are meticulously implemented, ensuring that children are protected at all times and their welfare is promoted. For example, training relating to safeguarding children is regularly updated and there are rigorous procedures to ensure that staff are suitable to work with children.

The exceptionally practical procedures for assessing children and monitoring their progress ensure that their progress is clearly recorded and their individual development is promoted. The setting is committed to forging and maintaining excellent partnerships with parents, local schools, nurseries and other professionals. This ensures that children's care is consistent and they are always offered appropriate support to enable them to make excellent progress. For example, the setting has initiated information exchange sheets to support the efficient exchange of information with other settings attended by the children.

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

Children make excellent progress in all areas of learning and development because activity planning is securely rooted in their individual interests and current developmental needs. This is supported by practical procedures for assessing their progress and for including their ideas and feedback. Staff are highly confident in enabling children to initiate their play and in offering sensitive support and encouragement. This promotes children's confidence and they are keen to explore, are active in their learning and are developing positive attitudes to this. The attention to detail in planning means that children are offered an extended range of opportunities and experiences. For example, the liaison with another pre-school means that children now exchange photographs and letters, thus developing their knowledge of the purposes of communication and of other perspectives and views. However, the opportunities for children to gain a greater understanding of other cultures and ways of life are not always optimised.

The stimulating environment and ongoing support positively encourage children to explore, share ideas and solve problems. For example, children using water sprays filled with different colours observe the effects this has when sprayed onto snow and then work together to determine the colour combinations required to create new colours. The excellent provision and attractive displaying of resources means that children are able to see resources, make choices about their play and are inspired to extend this. For example, children playing with the train set help themselves to wooden blocks from a nearby storage unit, extending their role play scenario to include houses and buildings.

Children's self-esteem is promoted because their conversations and contributions are genuinely valued and all opportunities are utilised to extend their learning. For example, on a snowy walk, children expressing an interest in animals that live in cold climates are offered the opportunity to explore this further as they later participate in an activity to find toy animals hidden in a tray of snow, eagerly

naming these and discussing the conditions and environments in which they live. Children's learning and enjoyment are extended because of the care and attention staff pay to the presentation of activities. For example, children are captivated by a 'what's in the bag' activity, eagerly feeling this and guessing the contents; they show great pleasure when the contents are revealed as sparkling, brightly coloured scarves, waving these and dancing as they join in with associated songs, and then incorporating them in their role play, for example, as bed covers for dolls.

The excellent use of outdoor facilities means that children are offered a wealth of additional experiences. For example, during one session children gather together to dress appropriately and discuss safety. They then walk to the woods to note the changes and collect conkers, play on the slopes and dips, read stories whilst sitting on logs, look at butterflies and insects, and then walk around the village taking their own photographs of different types of houses and buildings, which they then print and make into a scrap book.

Children are cared for in an exceptionally safe environment because staff have an excellent understanding of this area. They carry out daily safety checks and regularly review the comprehensive risk assessments. Explanations, good role modelling and clear guidance from staff ensure that children are gaining an excellent understanding about taking care of themselves and others. Staff have a thorough understanding of issues relating to safeguarding children and have ensured that they have all relevant information and contact details.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.