

Ravenshead Pre-School School Site

Inspection report for early years provision

Unique reference number

EY380458

Inspection date

24/03/2009

Inspector

Susan Riley

Setting address

Ravenshead C of E Primary School, Swinton Rise,
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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

Ravenshead Pre-school School Site registered in 2008. It operates from Ravenshead C of E Primary School and is one of two pre-schools provided in the village by the voluntary committee. The children are cared for in a designated room on the school site with direct access to an enclosed outdoor play area. The pre-school operates every weekday during school term-times. Sessions are from 09.00 to 11.30 and 12.45 to 15.15 with a lunch club from 11.30 to 12.45.

A maximum of 24 children may attend the setting at any one time. There are currently 29 children attending who are within the early years age range. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children come from the local and wider community. The setting currently supports children with learning difficulties and/or disabilities. There are five staff who work with the children, four of whom hold recognised early years qualifications and one is working towards a qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The staff ensure that the children enjoy their time at the setting. They actively engage in a range of activities which are matched to their needs and interests and help them to make progress in their learning. The staff know the children and the relationships between the children and staff are warm and trusting. Most arrangements are in place to ensure the children's good health and safety. All necessary policies and procedures are in place and these help to ensure the setting functions smoothly and allows the staff to respond to the changing needs of the children. The staff promote inclusion throughout the setting. The setting has the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure children receive an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, with reference to outdoor play.

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

- ensure a written record is kept of all medicines administered to children (Promoting good health).

21/04/2009

The leadership and management of the early years provision

The setting has detailed policies and procedures in place to protect children. The management committee has secure systems to ensure these are all known and followed by the staff. The staff maintain most records appropriately. However, they do not keep a record of the medication that is administered to children. This practice does not fully protect children. Staff carry out risk assessments on a daily basis to keep children safe. The whole staff team are committed to the improvement of the service and to the care and learning of the children. They continue to access ongoing training and this helps to ensure all children's individual needs are met. All staff are vetted and the management committee have robust recruitment process in place. Children are cared for by appropriately qualified staff. There is a suitable staff appraisal process, during which any training needs are identified. The management committee and staff team work very well together. The staff are focused on helping all children make suitable progress in their learning and development and promoting their welfare. All staff have good relationships with the children and interact very well with them. They offer a range of suitable activities and experiences for the children. The staff are effective in supporting children's learning, they easily get down to their level. They are suitable role models and use different teaching methods in helping children learn. The relaxed, welcoming approach within the group helps children to settle quickly and fosters their all round development. This also encourages them to interact with each other, enhancing their social skills.

Staff help children to appreciate diversity and begin to develop an understanding of the wider world through the use of appropriate resources and activities. The staff have started to use self-evaluation to effectively identify the settings current strengths and weaknesses. Children's welfare is safeguarded as staff have a secure understanding of their responsibility to protect children. Parents are provided with relevant information about the provision and are kept well informed about their child's achievements and progress.

The quality and standards of the early years provision

The provision leads to children making suitable progress because they feel secure and settled and have opportunities to follow their interest and find things out for themselves. Children demonstrate positive attitudes to play and learning. Staff have a suitable knowledge of the Early Years Foundation Stage (EYFS) and use the children's own interests as a starting point. For example, parents complete the 'I can do' booklets which includes information about what they like to do and their interests. Staff listen carefully to the children and respond to them sensitively and with interest. This positive approach helps children's language and communication skills. The questions asked by staff give children time to think and therefore help develop their understanding and thinking skills. Staff record their observations and assessments of the progress the children make whilst in their care. Currently the staff do not plan effectively for outside play to ensure that all areas of learning are covered.

Children are encouraged to develop the habits and behaviour appropriate to good learners, due to the good relationships with staff. They show caring attitudes within their play. They have a suitable awareness of health and hygiene and demonstrate good levels of independence. For example, they are aware of the meal time routines with regard to hand-washing. They pour their own drink of water as they become thirsty. Children are provided with a snack of fresh fruit and a plain biscuit. The parents provide packed lunches for their own children and these are stored safely. Children enjoy sitting in small social groups for their lunch. Staff promote good hygiene routines and prevent the risk of cross-infection as they encourage the children to wash their hands appropriately.

Children are safe as the premises, equipment and furniture are safe and secure. Their ability to protect themselves from harm is enhanced through opportunities to practise safety procedures and to consider if these are effective. For example, children practise the fire evacuation procedures within the setting and road safety when out walking within the local community. Children are confident to try new things and enjoy messy play. When playing in the pretend shop they confidently take on the relevant roles of shopkeeper and customers. They are very well behaved and respond appropriately to the 'tidy up' music when this is played. Children use language well and are learning to sign their welcome at registration time. They have French lessons once a week. Children sit very well and listen to the story at group time. They demonstrate good understanding as they recall the story when the staff member asks questions. Children problem solve as they make the playdough or as they build up the large wooden shape train and carriages. They learn about addition and subtraction in a fun way as they use a piece of material as a parachute for bouncing the play animals on as they sing number songs. Children are gaining confidence in the use of technology as they use the computer and other mechanical resources. Children extend their own play and learning and staff facilitate this very well. For example, whilst playing with the playdough the cooker is brought over as the children want to cook their playdough cakes.

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?	3
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 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.