

Stewkley Cygnets Pre-School

Inspection report for early years provision

Unique reference number EY360943
Inspection date 12/03/2009
Inspector Ann Hilary Guy

Setting address Chapel Square, Stewkley, LEIGHTON BUZZARD,
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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

Stewkley Cygnets Pre-School is a committee run group. It first registered in 1971 and then re-registered at its present site in 2007. The pre-school operates from a purpose-built building within the grounds of St Michael's C of E School, Stewkley, Buckinghamshire. Children have access to an enclosed outdoor play area. The pre-school is open five days a week on Monday to Friday; 09.00 until 13:00 on Mondays, Wednesdays and Fridays and 09.00 until 15.30 on Tuesdays and Thursdays. The pre-school is registered to offer wraparound care from 08.00 to 18.00 but this is currently not operational due unsuccessful staff recruitment.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend at any one time. There are currently 25 children aged from two to under five years on roll in the pre-school. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

There are seven members of staff including the manager, six of whom hold appropriate early years qualifications to at least NVQ level 2. The manager is working towards a degree in working with children and young people, one member of staff is working towards Early Years Professional Status, and one member of staff is working towards a level 2 qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good, with many outstanding features. Children make very good progress from their varied starting points with the help of a very experienced and dedicated staff team who have developed an exceptional partnership with parents and other professionals. The committee and staff work closely together to maintain as high a standard of care and education as possible and have implemented most changes to their recording systems to reflect the Early Years Foundation Stage. Children of all ages are fully supported and included in every activity, with good quality steps in place to evaluate and develop the provision for children's welfare, learning and development.

What steps need to be taken to improve provision further?

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

- further develop the planning, observation and recording system to reflect the developmental needs of each child and record observations showing children's progress against the early learning goals in line with the EYFS.

The leadership and management of the early years provision

Regularly updated and reviewed policies and procedures securely underpin the care and education the children receive in this provision. Staff are all qualified and strive to gain the highest possible qualifications in order to offer high quality care and education to the children. The staff and committee maintain regular risk assessments to ensure the premises are as safe as possible for all the children and staff. Having moved to new premises since their last inspection, the pre-school has overcome a number of issues relating to the layout of the building and outdoor play area. Each time they have looked at the needs of the children and put these to the forefront, providing a stimulating and challenging learning environment. New systems are being developed to meet the planning and recording requirements of the Early Years Foundation Stage, although they have not been fully implemented.

Staff effectively promote inclusive practice, encouraging the children to make good progress in their learning and development and enabling all their welfare needs to be well met. This is supported by the very close liaison developed with parents, carers and other professionals involved with the child. Parents play an active role in the pre-school by serving on the committee and through helping during the sessions, enabling staff to devote all their time to the children. Superb links have been developed with the school in whose grounds the pre-school is situated, with children regularly making visits to the school and staff from both provisions liaising effectively.

Children's safety is paramount, with stringent systems in place to safeguard them. These include numerical key locks on all the doors leading to the areas used by the children; daily checks on the safety of equipment both inside and outside the building; and exceptional record keeping and monitoring of children, staff and visitors throughout the day. All staff have a thorough knowledge and understanding of the procedures to be followed if they suspect a child protection issue, with all relevant information kept easily accessible.

The quality and standards of the early years provision

Children enjoy a stimulating and challenging learning environment in which activities are set out for them each day. They also have access to additional equipment to develop their play and staff ensure this can be used safely. For example, one child found a reindeer costume in the dressing up box and said he was Rudolph. This developed into a group of children making a sleigh using large blocks, putting a few toys into the sleigh and asking for some ribbon to use as reins for Rudolph. Great fun was had by all the children in developing this impromptu role play activity and they were extremely well supported by staff. The range of activities available each day is diverse and covers all areas of the curriculum. Equipment and books all reflect the diverse culture in which the children live, introducing the children to people from different cultures and with different coloured skins, as well as to those with disabilities. The children learn through play enhanced by the exceptionally gifted staff who understand how

children learn and can develop their play to extend each child's knowledge and understanding.

New systems have been developed for planning to enable the group to try and plan to the individual needs of the children. Staff members take it in turns to plan for the indoor and outdoor areas a week at a time, often based around a key theme. They successfully meet the needs of the children in their key group when doing this and some activities meet the needs of the other children, however, no system is in place to enable the person doing the planning to know the next steps in learning for all the children. Their mid-term planning still uses the colour stages as set out in the old documentation, specifying particular aspects of development to be covered. Systems are under development to bring all the planning in line with the Early Years Foundation Stage, addressing children's individual learning and their schemas when planning for the next steps. Some of this is beginning to be shown on the children's observation records, with key workers knowing their children well and understanding what each child needs to further develop their skills and understanding. This is why children make very good progress within this group, with children of all ages being fully challenged and motivated.

Health and well-being are given high priority with excellent procedures in place to prevent the spread of infection and teach the children about keeping safe whilst at the pre-school and when away from it. The policies and procedures are robust, implemented very consistently and fully support the practice of the pre-school. Children behave extremely well at all times and demonstrate a clear understanding of the basic rules of the pre-school. Staff are consistent when managing any adverse behaviour, ensuring children develop the habits and behaviour appropriate to good learners. Some peer group friendships are developing but not to the exclusion of other children. The older children are welcoming and very supportive with the younger ones.

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?	1
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?	1

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?	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?	2
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

Annex B: the Childcare Register

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

The provider confirms that the requirements of the voluntary 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 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.