

Ilsington Pre-School

Inspection report for early years provision

Unique reference number EY287024
Inspection date 22/01/2009
Inspector Linda Dawe

Setting address Ilsington Village Hall, Ilsington, Newton Abbot, Devon,
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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

Ilsington Pre-school originally opened in 1972 and came under the direct management of the Pre-school Learning Alliance in 2004. The pre-school has exclusive use of Ilsington Village Hall during session times. There is a secure tarmac area and a garden with play equipment for children's use. The premises are wheelchair accessible and there is an accessible toilet.

The group is open from 09:30 until 12:00 on Mondays, Tuesdays and Thursdays, and from 09:30 until 13:00 on Wednesdays and Fridays, in order to provide a lunch club. A carer and toddler group runs alongside the pre-school on Mondays. There are currently 19 children on roll, all of whom are within the early years age range.

There are four part-time members of staff, three of whom are qualified to NVQ at level 3 or above. Additional staff are available to cover staff absences. The group receives support from the local authority. The pre-school has good links with the local primary school and is building links with other providers of childcare that the children go to.

Overall effectiveness of the early years provision

Staff respect and value the uniqueness of each child that attends this rural setting. As a result of the good partnerships they share with parents and their own observations they are able to devise effective individual plans of learning for each child. This means that all children make good progress across all areas of their learning and development.

The pre-school has fully addressed the recommendations made at the last inspection to improve outcomes for children. However, they have yet to formalise an ongoing internal review system to enable them to identify targets for future improvement, of which they are aware.

What steps need to be taken to improve provision further?

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

- ensure that the premises, and in particular the toilet and nappy changing areas, are maintained at a temperature which ensures the comfort of the children and staff including non-mobile children
- develop a system of self-evaluation as the basis of ongoing internal review in order to improve the quality of the provision for all children; in particular with regards to the pace and organisation of sessions.

The leadership and management of the early years provision

The pre-school is run by a committed, enthusiastic and welcoming staff team who strive to meet the needs of the children and parents. The management of the pre-school is taken by the Pre-School Learning Alliance who have regular meetings with the pre-school supervisor and undertake unannounced visits to monitor the provision. The pre-school have yet to complete a formal self-evaluation and although individual children have clear learning objectives the current evaluation has failed to identify general areas for improvement, such as the lack of effective heating in order for positive action to be taken.

The setting has very good partnerships with parents, which has a positive impact on the children. There is an effective parent helper rota, which enables parents to become involved first hand with their children's learning. Parents are also very well informed about their children's learning and development and can access their child's records easily. Good links with the local school ensure children who have placements there enjoy a positive transition as they already know staff and the building. The pre-school is also working on identifying and building positive links with other providers of childcare that the children may attend.

There are robust procedures to ensure that all staff working with the children are suitable to do so and staff are clear about their responsibility to safeguard the children. Staff work very closely together and appraisals identify their individual training needs. Individual training plans are proposed for all staff who work with the children to ensure they have the appropriate skills and knowledge to do so.

The quality and standards of the early years provision

Children enjoy their time at Ilsington Pre-School. They arrive eager and keen to participate in the offered activities. Any hesitant children are quickly reassured by staff and soon join in with the other children. Children have lots of choice about the activities they wish to take part in and there is a good balance between adult led and child initiated play. A lot of thought is put into the equipment that is attractively displayed in a welcoming way before children arrive, although the physical environment is not warm enough during the cold weather. This is a particular problem in the toilets and nappy changing area where there is no heating. Staff are proactive in ensuring that children are kept safe within the setting. For example, the premises are secure and any stray toys that could be a trip hazard are quickly picked up. Regular fire drills ensure children can be evacuated quickly and safely in the event of an emergency.

Staff are skilled in ensuring that activities cover all areas of learning with children. For example, an activity involving different types of vegetables gives the children opportunity to discuss size, colour, shape, weight and the natural world. Children enjoy making constructions out of plastic and wooden bricks and have their self-esteem boosted as staff take photographs of their achievements. They develop their imaginations as they dress up and pretend to be the pre-school staff taking registration, with great glee. They learn about the effects that cold weather has on

their bodies as they watch their breath when they go outside and staff explain why they need their coats and hats on.

Regular observations ensure that staff are clear about the learning objectives for each child. These objectives are considered when children are playing, although on occasions the pace of the setting means that some of the younger children lose interest and boys' play can become boisterous.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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 that required the provider to take any action.

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.