

Dinton Pre-School

Inspection report for early years provision

Unique reference number	EY251178
Inspection date	21/01/2009
Inspector	Paula Jane Hayhow
Setting address	Village Hall, Dinton, Aylesbury, Buckinghamshire, HP17 8UH
Telephone number	07753 118 315
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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

Dinton Pre-school has been in its present location for over 23 years. It is privately run and operates from Dinton Village Hall in the village of Dinton, Buckinghamshire. Wheelchair access is available and all necessary facilities are on site. Children have access to a fully enclosed outdoor play area.

The setting is open each weekday during term-time and sessions are from 9:15 until 15.00 covering two play sessions and a lunchtime club. Children can attend all day. A maximum of 26 children may attend the setting at any one time. There are 26 places for children in the Early Years Foundation Stage (EYFS) and there are currently 53 children attending who are within this age group. Children live locally or travel from the surrounding areas. Six children attend other settings, such as, a pre-schools or childminders.

The setting is registered to offer care to children aged over five years to eight years. This provision is registered by Ofsted on the Compulsory and Voluntary Childcare Register. Children occupying these places share the same facilities as the children in the Early Years age range. There are currently none attending within this age range.

There are six members of staff. Of these, four hold relevant childcare qualifications and two are completing training to achieve a qualification. Two staff members are working towards a child care degree.

Overall effectiveness of the early years provision

Overall, Dinton Pre-school makes good provision for children in the Early Years Foundation Stage. The flexible but organised approach to planning takes account of children's individual needs, abilities and developmental stages, which enables them to participate purposefully in all the stimulating activities and daily routines of the setting. Their learning is monitored through ongoing observations from key workers, who plan for and individually identify each child's next area of learning. Staff build excellent relationships with parents and carers who are meaningfully involved in the children's learning. The manager works alongside staff reviewing practice, realistically identifying the setting's strengths and areas for improvement and as she has clear vision for improving the practice and care of the setting this ensures that children are offered positive play and learning experiences.

What steps need to be taken to improve provision further?

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

- ensure that hazards to children, both indoors and outside, are kept to a minimum; this refers to the access to the kitchen and second garden area
- develop the initial assessment of children so that these are used to influence the planning and ensure that observational assessment are routinely updated

and monitored in order to gain an overview of children's learning.

The leadership and management of the early years provision

Robust policies and procedures relating to the operationally running and safeguarding of children ensure that their welfare is well promoted. There is a secure recruitment system to check that all staff, students and helpers are suitable to work with children. Staff and other carers are supported well through thorough procedures for inducting them in their role and responsibilities and monitoring them through appraisals, peer observations and regular planning meetings. The manager has implemented systems to monitor and evaluate the provision, and to ensure that improvements are made where necessary. This is carried out through staff observations, parents questionnaires, risk assessment plans and self-evaluation forms. Any action identified is promptly completed, such as, the setting up of e-mails for parents wanting more information about the group and their child's activities. The group promptly completed the recommendations raised at the previous inspection. The manager and staff work excellently with parents and carers and ensure that there is a clear and thorough exchange of information in order to promote children's learning and development, such as, using communication books, inviting parents into consultation sessions and the group has a parent liaison group to discuss practice and fund raising. The setting maintains good links with the local school, pre-school and childminders through exchange of visits, letters and newsletters which document the current learning goals and areas being explored.

The manager and staff have procedures in place ensuring that hazards are minimised and that children can move around independently, freely accessing their chosen activities. However, children's safety could be affected as the kitchen containing some hazardous items and the second garden area could be accessed by children. The manager has a clear vision for improvement which includes questionnaires for children, a hand book for staff and erecting a barrier around the garden for extra safety. Staff organise clear activity plans for each child attending which is fed by their daily observation and the recordings in their Learning Journey Folders which includes photographs and samples of their work. However, the initial assessment of children does not include their capabilities and the observational assessment is not always routinely updated and monitored which could prevent the children's learning plans being promoted fully, when they first start or on an ongoing basis.

The quality and standards of the early years provision

Children are provided with a stimulating and interesting range of activities and resources which enable them to make good and measured progress towards the Early Learning Goals. The staff are well trained with a good commitment to improving their childcare knowledge and flexibly adapt the activities to meet each child's unique way of learning. Planning is based on sound observations and assessments of the children including ongoing information gained from parents and through staff's clear observations. These assessment methods ensure that key

worker staff know the children's interests as they start and their achievements as they progress. These inform the 'next steps' for every individual child. Staff support children extremely well and enthusiastically support self-directed exploration. For example, setting out the paint easel with empty pots for children to discover the different colours they can mix together for their pictures.

Staff support children well and encourage them to be active in their learning and to think critically. For example, they follow children's lead in their play extending their understanding through appropriate questioning. They make informative suggestions and give clear developmental appropriate explanations of the world around them, such as, the project linked to each child's home. The children have booklets with photographs of their houses, with the number of kitchens, bedrooms and other rooms documented on the child made charts. They check how many rooms fall into the different categories and count the results. The comprehensive planning of the environment and the presentation of resources encourage children to explore and promotes their own learning and development. For example, children develop their confidence and independent skills through activities, such as, finding their boots before playing in the garden, pouring their own drinks, packing away their crockery after snack time and choosing and packing away play activities. Children enjoy session with 'Salley' the squirrel who encourages them to listen, take turns and identify sounds, letters and follow what is asked of them thus gaining good skills for learning and communication.

Staff have a good understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves, such as, jumping carefully so as not to bump into each other, practising road safety on their walks in the village and packing away toys to prevent accidents. Staff ensure that children are nourished through well balanced snacks which they help to prepare and are actively encouraged to understand the importance of, washing hands at appropriate times to prevent germs, healthy exercise and wholesome diet through regular discussions. The staff have a sound understanding of child protection and are able to implement their policies appropriately.

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?	1
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 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 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.

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