

Little Beebles Pre-school

Inspection report for early years provision

Unique reference number EY376514
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Inspector Nicola Jayne Pascoe

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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

Little Beebles Pre-school is managed by a voluntary committee made up of parents of children attending the setting. It opened in 2008 and operates from a fully accessible, designated classroom within Crowan Primary School. It is situated in the village of Praze, Cornwall. The pre-school is open each weekday from 08:45 to 11:45 and is followed by an additional optional hour's 'lunch club'. The pre-school operates during term time only. All children share access to a secure, enclosed play area. Children generally come from the local area and surrounding villages.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 21 children aged from two to under five years on roll. The pre-school currently supports children with learning difficulties and/or disabilities. The setting provides funded early education for three and four-year-olds.

There are four members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. The setting receives support from an advisory teacher from Family Services, a school governor and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from being cared for by a dedicated staff team, who work very well together, to successfully achieve an inclusive and child-centred pre-school environment. Children are respected and their individualities are known well by their key worker, who is responsible for completing ongoing observations and assessments of their progress to share with parents. Future planning is developed using this knowledge and is based on individual children's preferences, interests and abilities. Staff are appropriately qualified, experienced and confident in their delivery of the Early Years Foundation Stage (EYFS). The partnership with parents, the local school and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met very well. Effective systems are in place for self-evaluation and as a result, appropriate areas for continuous improvement have been identified.

What steps need to be taken to improve provision further?

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

- further develop use of free play activities to provide opportunities for purposeful play and the extension children's learning and development.

The leadership and management of the early years provision

Children benefit from the highly effective organisational skills of the staff team and committee members, who work closely together to provide an inclusive, child-centred and enabling pre-school environment. The setting has formed a very close and effective working relationship with the school and as a result, they have successfully achieved integration and cohesive learning experiences for children. For example, the reception teacher and pre-school staff meet each week to complete their planning together and pre-school children use the school facilities and are also able to stay and enjoy lunches with the whole school. Staff have established positive partnerships with parents and have developed good systems to obtain and share information regularly and effectively. The pre-school actively encourages parental involvement in children's learning and development.

Children are cared for by a qualified and experienced staff team, who are confident and capable in their designated roles and responsibilities. As a result of the effective systems for evaluating the pre-school provision, staff have identified appropriate areas for future development, which include increased security measures, further enhancement of the outdoor facilities and additional staff training. Good procedures are in place to protect children from unvetted adults and appropriate ratios are maintained at all times. Children are safeguarded by a vigilant staff team, who are effective in maintaining children's health and safety at all times. Staff appraisals are used effectively to monitor ongoing suitability of staff and induction procedures are thorough and successful in preparing new staff for their role. As a result of the highly effective organisation of the children's records and documentation, the setting is able to meet the needs of the individual child, maintain good levels of info sharing with parents and meet the requirements of the EYFS.

The quality and standards of the early years provision

Children benefit from use of a child-centred, safe and secure pre-school environment, which is organised well to encourage the development of children's independence. Staff provide an inclusive environment in which every child is known well and their unique needs are identified, respected and met. Children are welcomed warmly by the manager as they arrive, as she waits in the reception area to greet them and chat with parents. Children self-register upon arrival and also when accessing the cafeteria snack time session. They are fully engaged in enjoyable activities throughout the session, such as a group music time in the school hall, where they select a musical instrument and suggest favourite songs to play. Children follow a broad and balanced curriculum of activities, following a topic of interest to them. For example, they have created wonderful collages depicting the recent cold weather, using a variety of interesting mediums and materials. These are attractively displayed on the classroom wall for all to admire. Children have also built an 'igloo' to explore Eskimo living conditions and this has recently been replaced with a 'dinosaur cave', where there are paper 'boulders' and large chunks of wood for role play. Children recognise shapes and make symmetrical patterns to create pictures of houses. They are able to follow verbal

instruction as they 'stop' and 'go', when the red and green 'traffic lights' show, as they move around in the school hall.

Children and adults have formed strong, trusting and positive relationships. Children are listened to sensitively and attentively by adults, as they are encouraged to be active agents in their own learning and are able to make suggestions for future planned activities. Children's progress is monitored, evaluated and promoted through comprehensive systems for the identification of each child's unique abilities, preferences and learning styles. Parents are fully included in the assessment process and evidence of children's achievements are shared and celebrated regularly. Further links with families are forged through sharing activities, such as taking home the 'Beeble-Boy' doll, who enjoys 'holidays' at children's houses. A holiday diary is completed and shared with other children on return to pre-school. Although most activities are well-resourced and purposeful, some free-play, child-initiated activities lack a sense of direction to enable more able children to fully extend their play. For example, although children busy themselves using pencils and paper in the role-play area, there is no specific purpose to their activity, for example, writing a shopping list or letter, which could then extend this activity for those children wishing to achieve a specific result for their efforts.

Children are confident communicators, chatting happily, sharing experiences and singing. They enjoy books regularly for both personal enjoyment and for reference. Children are confident to move freely within the pre-school environment and enjoy access to the outdoor play area, as and when they wish. They dress themselves in warm clothing and suitable footwear before they go out. They use the outdoors for investigation, exploration, physical exercise and to grow plants. Children are developing a good awareness of the passing of time through following familiar daily routines and are developing a sense of responsibility, as they tidy away the toys and resources after use. Adults are good role models and set positive examples of behaviour and table manners, which are followed by the children, who are as a result, very well behaved, polite and considerate to others. Children have use of a good range of books, small world play, role play and puzzles to promote a positive awareness and understanding of people's differences. They benefit from a very good selection of books which celebrate their own Cornish culture.

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?	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

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.