

Carnarvon Pre School

Inspection report for early years provision

Unique reference number	EY339604
Inspection date	26/01/2009
Inspector	Glynn Storer

Setting address	Carnarvon Primary School, Nursery Road, Bingham, NOTTINGHAM, NG13 8EH
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Carnarvon Pre School was registered at the current premises in 2006. The pre-school is privately run and is based in Carnarvon Primary School, Bingham. It operates from a large designated classroom within the school and has its own secure, outdoor play area as well having access to the school playground and field. The setting is fully accessible to children or carers with disabilities. It is listed on the Early Years Register and a maximum of 30 children may attend at any one time. The pre-school is open each weekday from 09.00 to 15.15 during term-time. There are currently 79 children aged from two to under five years on roll. Of these, 53 children receive funding for early education. Children attend for a variety of sessions and most come from the local community. The setting supports children with learning difficulties and/or disabilities. The pre-school employs 12 members of staff. Of these, 10 hold appropriate early years qualifications and two are working towards a qualification. The pre-school receives support from the local authority.

Overall effectiveness of the early years provision

Carnarvon pre-school provides good-quality education and care for children in the Early Years Foundation Stage (EYFS). It is a bright, stimulating and enjoyable place, where children learn and play happily together. Activities run smoothly because the setting is led effectively and teamwork amongst staff is strong. The pre-school promotes good progress in children's personal development and in aspects of their learning because relationships between children are strong and activities are planned thoroughly to complement all areas of learning effectively. The setting meets almost all welfare requirements and staff are conscientious in ensuring that children are safe and well cared for. A manager oversees the work of the setting conscientiously and this, along with the highly committed approach of staff to gaining additional skills and qualifications, puts the setting in a good position to improve further.

What steps need to be taken to improve provision further?

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

- ensure that staff training in Child Protection falls within the current required timelines
- maintain an ongoing record of all behavioural incidents, including any of a bullying or racist nature.

The leadership and management of the early years provision

The leadership and management of the setting are good. The strength of current arrangements lies in the highly effective leadership and day-to-day management provided by senior staff. Provision is improving because effective self-evaluation features prominently in meetings between managers and staff. They have

responded positively to the outcomes of the last inspection. Several have successfully taken steps to improve their child care qualifications and have attended a good range of training courses, for example in first aid, the new EYFS framework and aspects of health and safety, all of which have already improved the quality of learning and care that they provide. Furthermore, arrangements for assessing children's attainments are more effective than they were at the time of the previous inspection. Staff use assessment information to plan activities that match children's learning needs and to ensure that children of all ages and abilities are included and have the opportunity to succeed. Children who attend the pre-school benefit greatly from the strong links that staff forge with parents and opportunities for parents to receive information about their children's progress are also better than they were.

The managers have drawn up effective policies to ensure children's welfare, which they review regularly. Children's safety is given a high priority. They play in a safe environment because staff carry out thorough safety checks according to daily and termly cycles and they supervise activities conscientiously. Procedures for safeguarding children are robust. Policies and practice for child protection, for dealing with accidents and illness, for minimising risks to children and for checking the suitability of adults who work with children meet current requirements. Staff training in most of these matters is up to date, although the manager has not yet completed further training in child protection.

Pre-school leaders work hard to foster constructive liaison with EYFS staff in the main school. This eases transition to reception and the pre-school is seeking to strengthen these arrangements.

The quality and standards of the early years provision

Children make good progress. This is particularly evident in relation to their personal social and emotional development, their communication skills and their knowledge and understanding of the world, which for many are above those normally expected at this age.

Children are happy to come to pre-school because they are at ease with the adults who work with them. Children respond well to the care and nurturing that they receive and so join in readily. Staff manage children's behaviour effectively and carry out detailed observations so that any problem behaviour can be reported to parents. However, there are currently no systems for recording potentially hurtful behaviour or incidents of a racist nature as and when they occur. Such incidents are rare because the activities that staff provide are stimulating and engaging. Consequently, children quickly develop the capacity to concentrate and sustain their interest and involvement. Staff have high expectations, for example, of children's ability to be independent in their learning and, as a result, self-confidence, sharing and mutual support develop well. These qualities result in effective learning and social behaviour that enables children to contribute positively to the learning of others, adds to children's achievement and prepares them well for their ongoing school life.

The setting is rich in language. Staff are exceptionally skilled in talking with, questioning, listening and responding to children. As a result, communication skills develop rapidly, as does children's confidence in communicating with others. In addition to the six required areas of learning, staff take every opportunity to develop safe and healthy lifestyles, for example, by ensuring that dirty hands are washed and encouraging children to try new and interesting foods and to have healthy snacks.

The curriculum is carefully planned in accordance with EYFS requirements and includes a good balance between adult-led and child-initiated activities. There are also ample opportunities for learning out of doors, which foster a keen spirit of enquiry about the world around them and promote physical development effectively.

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?	1
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.

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.