

Loscoe Pre-School Ltd

Inspection report for early years provision

Unique reference number EY371103
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Inspector Joanne Harvey

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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

Loscoe Pre-School opened in 1992 and re-registered in 2008 when it moved into its current, purpose built premises. A maximum of 35 children may attend the pre-school at any one time. At present, there are 45 full- and part-time children. The pre-school is open each weekday from 08.00 to 18.00 all year. Full day care and sessional care is available. The sessional care runs from 09.00 to 12.00 and 13.00 to 15.00. The Loscoe Pre-School serves the semi-rural community of Loscoe and its surrounding villages. There are five full-time staff including the manager, one part-time member of staff and one regular volunteer who all work with the children. The setting manager has an early years qualification at degree level, five members of staff have early years qualifications at Level 3 or above and one at Level 2 is working towards a Level 3 qualification. Staff or children with disabilities are well accommodated as the purpose built accommodation is all on one level. It has doors which are of sufficient width to accommodate a wheelchair and an accessible toilet.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and other local authority outreach agencies. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The children aged three to five years share free access to two secure enclosed outdoor play areas adjacent to their two indoor learning bases. Children from birth to two years have their own secure enclosed outdoor play area adjacent to their own indoor space.

Overall effectiveness of the early years provision

Loscoe Pre-School gives children an outstanding start to their education. It is a vibrant and extremely enjoyable place for children to learn. This is in no small part due to the excellent leadership and management of the setting manager, who, along with staff has created systems which ensure that children are kept safe and their welfare requirements are met exceedingly well. Children make exceptional progress in their learning and development because adults have a remarkable understanding of how children learn and of the Early Years Foundation Stage (EYFS) framework. They include everyone in all that the playgroup has to offer and ensure good support for children with learning difficulties or whose first language is other than English. Excellent improvements have been made since the last inspection and aspirations and confidence remain high that improvements will continue.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the provision outdoors so that it includes more opportunities for children to extend their learning through a more varied

- experience of natural environments
- continue to develop partnership work with the primary school to further enhance continuity for children in all areas of their learning.

The leadership and management of the early years provision

Excellent leadership ensures extremely high expectations for children's learning and welfare are maintained and achieved consistently. All the required policies meet and often go beyond requirements. They are regularly monitored and reviewed and tailored specifically to meet the needs of the children in this setting. All staff know the settings' strengths extremely well because they are all included in evaluating them in a meaningful way. Everyone plays their part in setting future goals and making sure that they are achieved. Leadership roles, such as managing the provision for children with learning difficulties are shared so that everyone takes responsibility for making sure that all children do as well as they can, both academically and with their personal skills. The manager leads by example. She has an excellent understanding of how young children learn best and of how to plan learning opportunities and organise the setting so that children progress very well and are extremely happy and well cared for. Staff are well trained so that they understand and share her ethos and vision, either by the sharing of expertise within the setting or through a range of professional development and training opportunities through other agencies. These ensure that everyone is up to date and skilled in meeting and often exceeding all requirements.

The management of the move to the new building has been handled exceedingly well, ensuring a seamless transition for the children but also a determination to incorporate features which are highly conducive to the promotion of welfare and learning for children who are under five. For example, the building now incorporates a state of the art security system. There are exemplary procedures for ensuring the safeguarding of children. Positive and beneficial partnerships are formed with others for the benefit of the children. For example, taking advantage of everything that the EYDCP has to offer has helped the careful development of systems for self evaluation, which were an area for development identified at the time of the last inspection. Partnerships with parents are particularly strong and their response to the setting's recent questionnaire and at the time of the inspection was overwhelmingly supportive. The setting values their partnership with the primary school, particularly their collaborative work on the development of assessment systems. The next step is to build on this in order to further develop continuity on transition in all areas of children's learning.

The quality and standards of the early years provision

A key strength of the provision is the outstanding way in which learning opportunities are planned and presented to children through continuous and integrated themes. These ensure that children get lots of valuable opportunities to revisit and practice what they are learning in lots of different ways and always through purposeful play. They have so much fun they do not realise how hard they are working. For example, children were celebrating Chinese New Year with the

majority of the activities in the setting being derived from this initial theme. Children learn about materials and their properties and how to understand capacity through measuring out quantities of scented Chinese tea. Their creative and fine motor skills are also developed extremely well as they make Chinese puppets, selecting their own resources, mastering cutting and sticking skills. Their speaking and listening skills are consistently well developed by the incisive questioning of adults working alongside them. They enjoy traditional Chinese stories and songs and role play involving dressing up as a dragon and doing traditional Chinese dancing. Lots of first hand experiences instil a sense of awe and wonder as for example, children learn about life cycles by looking after their own caterpillars until they become butterflies, examining them and drawing and writing about them and then retelling the story of the very hungry caterpillar in a memorable way. Mark-making opportunities abound so that children develop the necessary skills to become willing writers.

The thorough planning values all areas of learning equally whether they are to be experienced indoors or outdoors. The setting's self evaluation of its outdoor learning areas has indicated that although new and already used extremely well, they are predominantly man-made and on one level. This limits opportunities for children to further develop their learning through the experience of the natural world. An indicator that there is no complacency here is that they are keen to set about improving this even further and will not be content until as the manager says 'this is a setting which is exemplary in every way'. All planning is carefully based on the ongoing and careful assessments carried out by all adults. At weekly planning and evaluation meetings, adults review the progress of each individual child and identify possible emerging gaps in learning and decide on how best to meet these. They are also building a valuable and detailed profile of each child which is shared regularly with parents and carers, whether at formal meetings or on an informal and sometimes daily basis. This is helped considerably by the extremely well-established key worker system. This means that there is always someone on hand with an extremely detailed knowledge of children's needs and interests and who enjoys a particularly close relationship. This is not only with individual children but with their parents and carers whose contribution to their child's profile is held to be of equal importance.

Providing for the outstanding welfare of children is of central importance to the ethos of the setting. Excellent caring relationships are formed, and indeed during the inspection, children were seen to be happy to go to any adult to share their interests or worries. This is because the manager carefully allocates areas of responsibility so that everyone gets the opportunity to work with different groups and to get to know each other well, beyond their key groups. Highly rigorous routines to ensure safety, health and hygiene are adhered to by everyone. Areas for food preparation are kept spotlessly clean and children replicate this in their snack area where they help themselves to healthy fruit and other healthy snacks and carefully pour their own drinks from large jugs of water, juice and milk. They do not often have to be reminded to wash their hands before and after eating and if this is the case it is generally by their peers rather than adults, so instilled are the routines. They love to be physically active and can be heard to challenge each other to 'jump higher, further or faster.' They use equipment safely and conduct themselves sensibly around the setting. They also talk confidently about road

safety. They quickly become confident well-rounded little people who are remarkably independent and self-directing. This is because adults have taken care to encourage them to direct their own learning, though they are also skilled at knowing when to intervene to extend children's learning or when to stand back. Children behave outstandingly well and demonstrate a remarkable ability to cooperate and take turns because adults have modelled this for them consistently and helped them to understand the benefits of achieving their high expectations for their behaviour.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
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?	1
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?	1
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 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.