

# Community Corner Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY363261
<b>Inspection date</b>	30/01/2009
<b>Inspector</b>	Mike Best
<b>Setting address</b>	St. Annes C of E Primary School, Wyre Hill, Bewdley, Worcestershire, DY12 2UQ
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<b>Type of setting</b>	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

Community Corner Pre-School has been established in Bewdley for 28 years. It opened in 2007 at its current location in a self-contained unit at St Anne's Primary School. There are three large activity rooms with easy access to a secure, enclosed, outdoor play area which includes a sturdy shelter. Plans are in hand for the setting to develop a secure, wooded area for children's outdoor learning. There are sufficient toilet facilities and a small but secure kitchen area which is due to be relocated when further accommodation becomes available. There is good access to the setting for adults and children, including those with physical disabilities, with parking space for pushchairs and shelter from bad weather in the entrance hall.

The pre-school is registered on the Early Years Register to provide care for a maximum of 30 children in the early years range. The setting is open each weekday from 09.00 to 15.00 during term time. Children can attend for a variety of sessions. There are currently 49 children on roll, of these, 40 are in receipt of funding for nursery education.

The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There are six permanent staff members and one relief staff member who work in the pre-school. Of these, six have relevant early years qualifications and one is working towards a Level 3 qualification. The setting receives support from the local authority and maintains close links with its partner providers.

## Overall effectiveness of the early years provision

The promotion of children's welfare is excellent. This inclusive setting has an outstanding commitment to continuous improvement and the needs of each individual, enabling children to make excellent progress. The staff are extremely well led and work very effectively together. Their commitment to professional development successfully enhances the outcomes for children. All the required policies and procedures are in place and known to staff. Documentation is exemplary. The setting promotes excellent relationships with parents and carers. Strong working links with the host primary school ensure children's seamless transition to the next stage of their education.

## What steps need to be taken to improve provision further?

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

- develop further self-evaluation procedures by focussing on the impact of initiatives on children's progress.

## **The leadership and management of the early years provision**

The proprietors provide exceedingly clear direction and focus for the setting's work. Meticulously maintained records and regularly reviewed policies underpin the setting's day-to-day practice and children's welfare. Procedures are well known and consistently implemented by staff who are highly skilled and experienced in meeting children's individual needs. The proprietors actively encourage the professional development of all staff and their attendance at a range of courses ensures that their knowledge and skills are kept up-to-date. The staff work well together, with each member of the team sharing roles and responsibilities, such as preparing the snacks or supervising the hand-over of children to parents at the end of the session.

Systems for monitoring the work of the setting are excellent. Each member of staff provides written feedback about each session. They highlight activities that were particularly successful in meeting children's needs and those where children need more experience and practice. These are analysed and priorities identified in future planning. Although there were no recommendations for improvement following the previous inspection in June 2008, staff have been active in exploring ways in which they can bring about further improvement. One area has been the development of more rigorous systems for using information about what children know and can do to plan for their next steps in learning. Another is the development of the outside, grassed and wooded area for 'Forest School' work.

Each staff member is responsible for a group of children, monitoring and recording their progress and maintaining samples of their work. Regular meetings provide opportunities for staff to share ideas and further improve provision. The setting has made a good start in formalising its self-evaluation systems. Staff have identified the different aspects of their provision, but in coming to judgements and identifying priorities they do not take enough account of the impact these have on children's progress.

Regular risk assessments are undertaken to identify and minimise risks to children. There are written guidelines for safeguarding children and procedures follow the Local Safeguarding Children Board's procedures. Staff know when, where and to whom they should report concerns. Recruitment procedures are robust and ensure the suitability of adults caring for children.

Links with parents are excellent. Information is shared to ensure continuity in children's care, learning and development. Policies, including an effective complaints procedure, and weekly plans are available to parents. There are strong links with the primary school and other partners which have a direct and positive impact on children's progress and well-being.

## **The quality and standards of the early years provision**

Children make outstanding progress in their learning and development. They are highly confident and enthusiastic learners because of the excellent relationships they enjoy with staff and their peers, combined with a first-class range of

stimulating and exciting activities. Children feel valued and are quick to settle when they arrive. They are keen to get involved in activities and sustain their interest and concentration exceedingly well. As one parent comments: 'My son would happily stay here day and night – he loves every moment'.

Working with individuals and small groups, staff listen attentively to what children have to say and answer their questions fully. As a result, children are confident in contributing their own ideas and opinions, expressing preferences and responding to requests promptly. They increasingly take turns to speak and listen carefully to instructions. At snack time and lunchtime, children talk freely with each other and staff about their choices of fruit or vegetable and favourite sandwiches and ask for help with unwrapping their lunch.

The staff have an excellent understanding of how young children learn and a thorough working knowledge of the Early Years Foundation Stage framework. Planning covers each of the areas of learning and is very effectively guided by observations and assessments of what children know and can do, and the skills they need to develop. Each member of staff is responsible for a small group of children, promoting each individual's next steps in learning and tracking their progress. Parents, grandparents and other visitors are welcomed to share their skills and experiences with children, and there are close links with the school that ensure the smooth transition of children to full-time education. Through these and planned visits, children develop their knowledge and understanding of the wider community, and appreciate and value the contribution of others.

The timetable is flexible and there is an excellent mix of adult-led and child-chosen activities. Staff expertly guide and extend children's learning, particularly when they are making independent choices in their play. As a result, children develop their interests further and link different elements of their learning. A particular strength is the impromptu way in which staff develop children's comments and ideas through enriching their language with descriptive words and phrases. For example, when talking about the cold, wet weather which was curtailing outside play. Children willingly help each other, such as when using computer programs or construction kits, and take responsibility for finding and putting away equipment. They are successfully developing their understanding of repeating patterns and many are familiar with 'one more'. Children particularly enjoy solving problems and taking part in role play activities. They enjoy the involvement and support of adults in these activities. Displays and labels, including written text and numerals, support children's understanding that print has meaning. Children select and correctly handle a range of mark-making tools, their patterns and shapes show increasing control and form.

Children's physical development is very well promoted. The setting has built up a very wide range of equipment for indoor and outdoor use, and this is easily accessed. Children are confident in climbing, jumping and moving around in different ways and at varying speeds. Children's finer physical skills are well developed as they use a range of tools and materials to cut and fix. Their creative skills are evident in the colourful and attractive displays of their work all around the setting. In recalling favourite songs and rhymes children demonstrate a clear appreciation of rhythm and melody.

Children's understanding of the importance of regular exercise and eating and drinking healthy foods is expertly promoted and reflects the strong support of parents in providing healthy and nutritious lunchboxes. Daily snacks are freshly prepared with options available to meet children's specific dietary needs and preferences, and water is available to children throughout each session. Daily routines are well established. Children learn to keep safe as they move sensibly around the setting, wash their hands after going to the toilet and before eating, and use and dispose of tissues hygienically. They follow instructions and advice from staff promptly and successfully develop good working habits. Staff encourage children to take turns, share equipment and appreciate the feelings of others. Children's behaviour is excellent and they respond well to the high expectations and consistently good example of staff in saying 'please' and 'thank you' as appropriate. Through their thorough grounding in these different skills, children are outstandingly well prepared for the next stage of their education and their future economic well-being.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.