

Clyst Valley Pre-School

Inspection report for early years provision

Unique reference number 105955
Inspection date 10/02/2009
Inspector Anna Sketchley

Setting address Clyst St Mary County Primary School, Clyst St Mary, Exeter,
Devon, EX5 1BG

Telephone number 07828 516785 or 01392 879539

Email

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

Clyst Valley Pre-School is a committee-run pre-school, situated in a mobile classroom in the grounds of Clyst St. Mary Primary School. It is open every weekday in term time, from 09.15 to 11.45 and from 12.45 to 15.15. There are also lunch club facilities so that children can bring a packed lunch and stay all day if they wish.

The pre-school is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 15 children aged from three to five years may attend at any one time. There are currently 23 children on roll, including 21 funded three- and four-year-olds. The pre-school welcomes and supports children with learning difficulties and/or disabilities and there is disabled access. It has close links with the adjoining school and some other local schools and pre-school groups. There are six members of staff, four of whom have appropriate childcare qualifications and two are working towards qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Provision for young children at Clyst Valley Pre-School is excellent, meeting their individual needs especially well. Children are exceptionally well cared for. They experience a warm, safe and stimulating environment through which their learning and development comes on in leaps and bounds. All children, including those with learning difficulties and/or disabilities enjoy a wide range of exciting activities across all areas of learning both indoors and outside. There has been very good improvement since the last inspection. The setting's self-evaluation process is well established and enables it to have an outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

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

- extend the positive relationships and good communication with parents that already exist to inform practice so that the individual needs of every child will be fully met

The leadership and management of the early years provision

Recommendations since the last inspection have been fully addressed and further improvements have been made. The early years self-evaluation form is being used to very good effect. All staff are working on this together and, as a result, practice is rigorously reviewed and developed. A good example is the way in which the setting has reassessed partnership and communication with parents. A Father's

Day has already been introduced and was very successful in engaging dads and granddads in working with the children. A meeting to help parents understand the new Early Years Foundation Stage framework, and a new home/pre-school journal are being introduced shortly but these are not yet in place. Relationships with parents are good. Parents say that their children enjoy pre-school and are very well cared for.

There are excellent links with other settings and outside agencies. The pre-school and the main school on site are currently engaged in reviewing together the areas of children's development to see where progress can be developed further. Other links include local schools, a special school and another pre-school. These enable children to make a seamless transition from pre-school to their Reception class. All staff are fully committed to continuing their professional development. One member of staff is in the final year of a degree in Early Years practice, three others already have high level qualifications and two are involved in training towards a qualification. This provides a highly skilled workforce and makes a significant contribution to the excellent progress that children make at the setting.

All aspects of safeguarding children are fully in place and strictly adhered to. Children learn in a calm, safe and healthy environment. Written policies are competently carried out and support very good practice on a daily basis. For example, there is gentle but firm insistence on washing hands before snack. Proper routines are in place for putting on coats when going outside and behaviour management is positive as children are constantly praised for doing as they are asked.

The quality and standards of the early years provision

Children make a very settled start to the day because they arrive to a well organised setting and appropriate activities from which to choose. Relationships are excellent and children are exceptionally well cared for. They develop good personal and social skills as they tidy up and prepare for a whole group session on the carpet. Good speaking and listening is encouraged as they say 'good morning' and are welcomed by the adult. Opportunities for rehearsing counting are cleverly introduced as they count the number of cups needed for snack time. One child remarks that there are 'more boys than girls'. These and other skills they are developing are clearly preparing them very well for the future.

Planning is exemplary. It allows for different groups of children to experience learning according to their needs across all areas of learning. Careful assessments show that the setting is committed to ensuring that the unique nature of every child is at the centre of the activities offered. Adults are very aware of what each child needs to do to take the next steps in their learning. For example, during their time on the carpet, children were involved in matching shapes to names and different levels of questions were carefully chosen to suit each child. It was an exciting time but there were high expectations of behaviour.

Children move confidently from the carpet to chosen activities that are purposefully set up to reinforce previous learning. They become totally engaged in the exciting

opportunities offered to them as they print shapes with sponges, make shapes with play dough, use the writing table, make shapes in the sand and use small and large construction. A group of boys especially enjoyed using the cooker and pots and pans. They were able to talk about scissors and showed that they know how to keep safe as they described how carefully scissors must be handled. Learning and development is outstanding because of the correct balance between adult-led activities and those chosen by the children.

Outdoor learning is energetic and well managed and children enjoy running with streamers and hoops as they practise their coordination skills. The outdoor area has the benefit of both soft and hard play areas and children's creative and physical development is very well provided for through, for example, dens and houses, a pirate ship and a wide selection of go-carts, buggies and bicycles.

At snack time children practise their personal and social skills whilst helping, choosing their drink and snack from a healthy selection and saying please and thank you. When looking at pictures of food they distinguish easily between healthy fruit and vegetables and snacks such as a doughnut, noticing that it wasn't good for you 'because it's got sugar on top!' Water is readily available at all times of the day to which the children can help themselves.

The setting allows children to make a special contribution to the local community. They took part, for example, in the 'Decorating a Christmas Tree' competition through the local church and have links with the toddler group.

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?	2
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.