

Corfe Castle Community Pre-School

Inspection report for early years provision

Unique reference number EY304471
Inspection date 12/02/2009
Inspector Ronald Hall

Setting address East Street, Corfe Castle, Wareham, Dorset, BH20 5EE

Telephone number 01929 481631

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).

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.

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

Corfe Castle Community Pre-school opened in 1997 and was previously known as Corfe Castle Community Nursery. The committee-run group moved into the current purpose-built premises in 2008 which are situated in the Rectory gardens next to Corfe Castle First School, in Dorset. The premises provide two main play rooms with easily accessible toilet facilities, a cordoned off kitchen area and a separate office. Children have use of set areas in the adjacent school including the playground and playing field. Children attend from the surrounding areas.

A maximum of 30 children may attend at any one time; currently there are 49 children on roll, of these 26 are in the Early Years Foundation Stage, and 17 children receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities with good access for those with disabilities. The group is registered on the Early Years, compulsory and voluntary Childcare Registers.

It operates five days a week during school term-time, and sessions run from 08.50 to 15.00. An after-school club runs on Mondays and Wednesdays from 15.00 to 17.00. There is a team of five staff who work with the children; of these three have an early years qualification. The group receive support from the local authority and the school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good with outstanding features. It provides a good standard of education in a bright, purpose-built environment. The children make good progress and really enjoy their learning. The framework is tailored to meet the needs of all the children and the high-quality staff teach it effectively. The setting has good access for disabled children and it is fully inclusive. The provision has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a robust procedure to ensure the effective monitoring of the quality of teaching and standards
- improve staff listening and questioning skills in order to develop children's learning

The leadership and management of the early years provision

Leadership and management are outstanding and have ensured the children's welfare and safety are paramount. All employment and safeguarding procedures are fully in place and comply with current regulations. In a relatively short time,

the leader has created an effective framework, assessment and recording documentation. This has allowed the staff to target the framework to the precise needs of the children. Good progress has been made since the last inspection. The pre-school leader's self-evaluation procedures are outstanding as she constantly updates and modifies her procedures to ensure the children receive the best possible education. There is good capacity for future continuous improvement.

The leader is constantly updating and improving all policies and documentation. Continued professional development is at the forefront of the pre-school leader's approach to management, which ensures the staff are developing effective teaching methods. The management committee is active in assisting the development of the provision. Their focus has been on the financial and physical needs of the new premises, but they have been less rigorous in monitoring the quality of the teaching and learning. The pre-school leader monitors the provision effectively aiding self-evaluation.

Parents are highly supportive and feel the children are making good progress. One parent stated, 'I enrolled my child here because of the pre-school leader and her high-quality staff.' Another reported, '...the staff and provision are excellent, they can not do enough and they care so much, they really look after the children'. Parents are given an introductory pack that provides all the information on procedures and systems. Parents feel they are given all the information they require on their children's progress and they report children are developing good communication skills.

There are outstanding links with the neighbouring school's Early Years Foundation Stage and the provision shares resources and activities with the school and its children. This not only allows for good transition procedures, but allows the currently small minority of children to socialise with a wider group of children.

The quality and standards of the early years provision

The provision has a wide range of activities planned at any one time and covers all areas of the Early Years framework. Children enjoy coming to the setting and they feel safe because of the attention given to their welfare. They also help with clearing away and are well prepared for the next stage in their education. Children enthusiastically dress up in a range of costumes regardless of gender. One little boy happily dressed up as a fairy and used his language skills well to create a range of spells.

Puzzles are a favourite activity and these are linked to both language and mathematical aspects. Children enjoy mark making and painting is also a favoured activity. In moving from one activity to the next, the children demonstrate a good understanding of the need to wash their hands to stay healthy. Staff reinforce this learning during snack time and discuss the choices made by the children to encourage healthy eating.

Staff encourage the children to use their imagination and try a range of skills and activities. Staff do not always listen and question the children carefully enough to

ensure their learning is developed further.

The children enjoyed a nature walk and staff used this to enhance the children's listening and observation skills. Children were happy to explain and describe all the things they had heard and seen on their walk. Their social skills are good and they communicate well with each other and with staff.

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?	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?	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.