

Fenstanton Pre-School

Inspection report for early years provision

Unique reference number	221819
Inspection date	12/02/2009
Inspector	Martyn Skinner

Setting address	The Mobile, School Lane, Fenstanton, Huntingdon, Cambridgeshire, PE28 9JR
Telephone number	01480 496156
Email	fenstantonpreschool@yahoo.co.uk
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).

Description of the setting

Fenstanton Pre-School opened in 1970 and is managed by a voluntary committee, currently consisting of parents and carers of children at the setting. The pre-school is situated in the village of Fenstanton, adjacent to the local primary school. Children come from Fenstanton and surrounding villages. The pre-school is set in a single-storey building with two playrooms, kitchen and toilet facilities and an enclosed outdoor play area. Those with disabilities have easy access because a suitable ramp is in place.

The pre-school is registered on the Early Years Register. A maximum of 32 children may attend the pre-school at any one time. There are currently 40 children aged from two to four years on roll. Of these, 39 children receive funding for nursery education. The pre-school is able to support children with learning difficulties and/or disabilities, as well as those for whom English is an additional language. The pre-school is open five days a week during school term times. Sessions are from 09.00 to 11.30 and 12.30 to 15.00. A lunch club is offered from 11.30 to 12.30. The setting receives support from the local authority and works in close co-operation with Fenstanton and Hilton Primary School.

The pre-school employs seven staff and of those, five hold appropriate childcare qualifications.

Overall effectiveness of the early years provision

The setting provides outstanding provision and very effectively ensures that all children are fully included and their needs are fully met. This is because all staff have excellent knowledge and understanding of the Early Years Foundation Stage requirements and implement them extremely well. The setting is highly effective in ensuring that all children are extremely well integrated and achieve as highly as they can. Because of this, the pre-school has excellent capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- ensure that children can freely access the outdoor learning environment in all weather conditions.

The leadership and management of the early years provision

The lead practitioner has exceptionally high aspirations for the children and provides inspirational leadership. She has established robust systems to ensure an extremely high level of care and to create an exciting learning environment. This

ensures that children make progress which is at least good and often outstanding. The lead practitioner has a very clear understanding of how well children achieve. She provides an excellent role model of how to interact with young children to promote their learning and development. She meets regularly with her staff team to review the quality of provision and is continually seeking to improve learning opportunities. However, the lead practitioner has identified the need for more formal self-evaluation if provision is to be improved even further. All required safeguarding procedures are in place and issues of welfare and security are taken very seriously. Risk assessments are carried out and regularly reviewed. In an environment which lends itself well to adventurous play, children are taught to be safety conscious without being fearful. The setting enjoys excellent relationships with all partners and has been highly successful in securing the support and confidence of parents.

The quality and standards of the early years provision

Children are provided with a stimulating and welcoming environment in which they are learning to be very independent and active. They are successfully developing the skills and confidence to prepare them for future success. There is a high level of adult support providing a broad range of planned, purposeful play and free exploration. Throughout each session, there is a wonderful sense of spontaneity as staff respond with flexibility and great enthusiasm to the children's ideas. For example, the children's enthusiasm for recent extreme weather conditions led to many snow-related activities to build on their interest and extend their understanding. Similarly, an exciting investigation emerged from several children rolling cars down a slide. Children engage wholeheartedly in a wide range of activities from the moment they arrive. For example, they use dressing-up and role play equipment to develop imaginative games. They develop keyboard and mouse skills as they access computer programs, with effective support from a member of staff.

As a result of the high level of care they receive and the many opportunities they are given to freely pursue their interests, children are happy and highly motivated. They are very keen to accept responsibilities which contribute to the enjoyment of others, such as leading others in a game or tidying up carefully after an activity. They have regular opportunities to play outdoors where they enjoy fresh air and exercise, although access to the excellent outdoor area is occasionally limited by weather conditions. Children play in safety as staff carry out careful risk assessments to ensure the suitability of activities and equipment. Their health is very well promoted and snacks provided are balanced and healthy.

Staff support the personal development of children extremely well through skilful questioning and the regular use of praise and encouragement. They undertake careful assessments of the children's progress which give them a very good understanding of the children's interests and aptitudes. By ensuring a clear focus for activities and taking account of children's interests, staff ensure children are developing and progressing very well within the programmes set out in the Early Years Foundation Stage framework.

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?	2
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 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.