

# Coton in the Elms Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY252588
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<b>Inspector</b>	Dianne Lynn Sadler
<b>Setting address</b>	Community Centre, Elms Road, Coton-in-the-Elms, Swadlincote, Derbyshire, DE12 8HD
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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 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**

Coton in the Elms Pre-school has been opened since 1972 and is situated at the Community Centre in Coton in the Elms, Derbyshire. The setting serves the local area and has strong links with schools. The premises is accessed via a flat drive and path to the front entrance. There is a fully enclosed play area for outdoor play. The setting is managed by a voluntary committee.

The pre-school is open five days a week during term times. Sessions are from 09:30 to 12:30. A maximum of 24 children may attend at any one time. There are currently 20 children on roll. Of these, 14 children are in receipt of nursery grant funding. This provision is registered by Ofsted on the Early Years Register.

The setting employs four full-time members of childcare staff, all of whom hold appropriate early years qualifications. The setting supports children with learning difficulties and disabilities and/or children with English as an additional language.

## **Overall effectiveness of the early years provision**

Overall the quality of this provision is outstanding. Staff are dedicated and highly committed to ensure all children are fully included and their individual needs continuously met. Exemplary partnerships with parents, other settings and agencies are developed and staff are pro-active in ensuring the setting engages with and meets the needs of the diverse local community. This ensures the setting is accessible by all groups within the community and each child's uniqueness is identified and celebrated. This inspirational setting implements rigorous and extensive systems to maintain continuous improvement and to ensure children can flourish and develop securely in a safe environment which successfully provides for their physical and emotional well-being.

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

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

- developing further systems that establish what children can do as their starting points for learning.

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

Exceptional systems are in place to ensure children are well protected and all their needs met successfully as the setting is highly motivated to providing the best possible care for each child as a unique individual. The efficient management of all policies, procedures and records which are comprehensive and detailed, supports children's welfare, care and learning. The children are safeguarded extremely well as staff demonstrate a strong understanding of safeguarding issues. They attend

training which results in them having a secure knowledge of what to do if they are worried a child is being abused. Effective recruitment and vetting procedures are in place which include methods to ensure the continued suitability of staff. Therefore, children are cared for by staff who are suitable and qualified.

Staff show a high level of commitment to developing their knowledge by attending a wide range of training courses which leads to better outcomes for children. All full-time staff have obtained a Level 3 qualification and have a shared understanding of excellent early years practice. They are all extremely enthusiastic and successfully combine their knowledge and skills to support children's learning exceptionally well. They ensure the environment is fully inclusive for all and respond to children's individual interests very well. The setting has implemented robust systems to monitor and reflect upon their practice which constantly improves the outcomes for children. For example, to further develop children's health and physical well-being they have recently raised a considerable amount of money in partnership with parents and the local community to purchase resources and improve the outdoor environment. The setting has an accurate understanding of their strengths and priorities for development with all recommendations from the previous inspection being improved upon and continual improvement being maintained.

The setting develops exceptional relationships with all parents, other providers and the community, ensuring all children are welcomed into the setting and receive continuity of care and learning. Their approach to inclusion and how they embrace diversity is inspiring. For example, the setting is committed to fostering positive relationships with the local travelling community based on trust and respect. They have worked closely with the local primary school and travellers association, discussing their approach to ensure they provide a service which is accessible and meets children's individual needs. Strong links are made with all parents and other providers which include home visits and the local primary school teacher coming into the setting to work with the children. This ensures all barriers are recognised and overcome.

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

A very high priority is given to successfully developing children's awareness of keeping themselves safe and healthy. Detailed risk assessments are implemented and reviewed regularly which makes sure that the environment is safe and very secure for children. Children confidently discuss the rules of the setting at registration time and explain they should walk because if they run they will fall and hurt themselves. Behaviour of the children is very well managed due to staff setting clear boundaries and acting as positive role models providing much praise for positive behaviour. Children receive certificates for their achievements and postcards that are sent to their homes. Arrangements in place to support children's good health and minimise cross-infection are highly effective. Children benefit from eating healthy snacks which include fruit platters offering apples, grapes and banana. They thoroughly enjoy physical activities and access fresh air in the colourful and very interesting outdoor play area. They develop their physical skills climbing on the large apparatus and in summer enjoy snacktime sitting on the

grass.

Children build warm and trusting relationships within the fully inclusive and stimulating setting. Staff have an excellent understanding of their stages of development and support their learning successfully. They explore all children's likes, dislikes and individual interests and uses this knowledge extremely well to ensure they participate in purposeful play and exploration. Children benefit from a superb range of planned and child-led activities which enables them to express their own ideas and be active learners. Staff observe children's development and record the information in the children's individual assessment records. The information gained from observations is used very effectively to assess the progress children are making and to identify targets and next steps for their learning that are clearly linked to the EYFS. However, due to a change in procedures, children's starting points in their learning are not clearly identified for all children.

Children are exceedingly well motivated and enter the vibrant setting full of enthusiasm and with great excitement. The environment is thoughtfully organised to ensure children can explore and investigate, developing their creativity and critical thinking. For instance, children thoroughly enjoy observing the environment with the use of cameras. They confidently take photographs of their friends at play and thoroughly enjoy seeing photographs being displayed on the computer screen throughout the session. This successfully develops their self-esteem and sense of belonging. They make significant gains in their learning and have consistently good and often excellent levels of achievement. They eagerly participate in physical exercise sessions where they are learning about the changes made to their bodies after confidently moving in a variety of ways prompted by the adults. They sit for sustained periods of time engrossed in play that challenges all areas of their learning. For instance, at registration time all children use their language for thinking and communication exceedingly well. They discuss the changes seen in the environment because it is springtime and recognise 'Big' numbers such as 27. They name shapes such as a 'sphere' and 'solid cube' and consider other items found in the environment of the same shape. They know that a rolling pin is the same shape as a cylinder and suggest that if two cylinders were put together they can be a pair of glasses.

## 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?	1
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

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