

Little Orchard Pre-School

Inspection report for early years provision

Unique reference number	EY344612
Inspection date	26/02/2009
Inspector	Christine Pollitt

Setting address	Woodford Valley Primary School, Middle Woodford, Salisbury, Wiltshire, SP4 6NR
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Telephone number	01722 782878
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Type of setting	Childcare on non-domestic premises
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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

Little Orchard Pre-School opened in 2003 and moved to its current site at Woodford Valley Primary School in 2007. The pre-school operates out of a separate building on the school site with an enclosed garden. It has use of the primary school's playing fields and play ground. It is on the Early Years Register. A maximum of 20 children may attend at any one time. The group opens five days a week during school term times. Sessions are from 09:00 until 15:00 Monday to Thursday and 09:00 to 12:30 on Fridays. There are currently 48 Early Years Foundation Stage children on roll. Children attend for a variety of sessions. The setting supports children with learning difficulties and has disability access. Seven part-time staff work with children and have relevant early years qualifications. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance. The setting works very closely with the school on the same site, and is included in the Salisbury Early Years Good Practice File for 2009-2010.

Overall effectiveness of the early years provision

This is an outstanding pre-school. Inclusion is at the heart of the inspirational leadership, and all staff work closely together to share excellent knowledge of each child's needs and to ensure the pre-school continuously improves. There are outstanding links with the school, the Children's Centre and other local settings. Links with the local authority ensure that all children, including those with learning difficulties get every possible level of support. The outstanding leadership and the continuously improving provision reflect the pre-school's outstanding capacity 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:

- sharing best practice, and agree assessments with all local settings and schools to ensure effective transition for each child

The leadership and management of the early years provision

The outstanding leaders have a focus on self-evaluation and improvement to ensure the raising of children's achievement and enjoyment. The staff works together as a strong team and are up to date with current Early Years Foundation Stage developments. One leader of the pre-school is the Early Years Foundation Stage governor at the school, which secures an excellent partnership. The local authority has identified their practice as exemplary, and works very closely with them to share their expertise with other settings.

The staff evaluate assessments of each child's progress every day in order to plan

activities to match each child's individual needs. The responsibility for planning is shared by all adults, who understand the children's strengths and weaknesses well. They use a system of assessment based on the Early Years Foundation Stage framework. This secures a thorough understanding of the level at which individual children are working, and the progress they are making, and is very useful when they move on to the school on the same site. However, some children move onto different schools, and liaison with these schools is not as effective as it could be. The children love their individual scrapbooks of achievement, and help to choose the work to include. Each child regularly shares these books and other work with their parents and carers.

All of the necessary policies and records are in place and up to date, ensuring all children are very well safeguarded. The safety of the children is paramount, and parents comment on the excellent security. Children are taught and reminded of safe behaviour.

The staff are well trained and qualified and very keen to continue to improve. Expectations of the children are very high in all areas of development. The staff ensures that all children are treated equally and have equal access to resources, and continuously evaluates the effectiveness of the pre-school.

Parents are very supportive of the setting, say the staff know them and their children extremely well and they are very pleased with the progress their children make. They say the children are keen to come every morning to play with their friends. They say the location of the pre-school within the primary school site is extremely effective, ensuring a smooth transition for children to the Reception class.

The quality and standards of the early years provision

The provision for developing children's learning is outstanding. Children enjoy the setting because of its extremely welcoming and caring ethos, their many friends, and the huge choice of exciting activities. All adults have excellent relationships with each child, and the children feel so safe and secure that they are very confident to engage in independent activities of their own choice. Excellent quality resources are available to enable learning in all the six areas of learning. Children play an active part in planning the themes for their learning, and this adds to their motivation. This happens spontaneously and also in a daily planning session with the adults where the children are encouraged to share their ideas of the activities they enjoyed, and what they would like to learn next. They clearly thrive in their learning through play, and their outstanding numeracy and literacy development reflects the strength of the provision.

The outstanding quality of teaching, curriculum, and care they receive ensures that all children make very good progress in all areas of learning and development. There are an appropriate proportion of adult led activities, for example, regular letters and sounds and counting activities, and children are encouraged to participate and work together. They take their turn to join in, listen well to each other and enjoy tidying up together.

The large outdoor environment provides extremely well for physical activity with wheeled toys and bicycles and for exploration and investigation with a large

playhouse, climbing equipment and gardening areas. It also helps the children develop their confidence, independence, language skills and awareness of how to keep safe. Indoors the children are confident to choose their activities, and toys from the storage boxes, and this adds to their enjoyment. Painting at the easels is popular, as is the mark-making table where one child draws a huge picture of the leader, which she later shares with her mother. Children are learning about capacity in the water tray. They are making quick progress in relation to their starting points. Relationships are very strong and children are made to feel valued and secure. The staff bring the 'Wide-mouthed Frog' story to life using puppets, and the room is filled with the children's laughter at their antics. The children make a positive contribution to the community showing they understand the rules of the group both inside and outside, and behave appropriately.

Children learn about healthy lifestyle, and enjoy using the wall display to identify their fruit and raw vegetables. Because children are encouraged to be independent, they all hang up their own coats, dress themselves, and wash their hands without a reminder.

When they arrive at the pre-school each day, they self register then play outdoors with parental supervision until the pre-school opens its session. Parents say this helps their children to quickly become independent, confident and happy learners. They are well prepared for the move to primary school.

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?	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.