

Lapworth Pre-School

Inspection report for early years provision

Unique reference number	200662
Inspection date	22/04/2009
Inspector	Hazel Christine White

Setting address	Lapworth Pre School, Station Lane, Lapworth, Solihull, West Midlands, B94 6LR
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Telephone number	01564 785332
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Email	
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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 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

Lapworth Pre-school opened in 1989 and is managed by a voluntary management committee, made up of parents. The group operates from a purpose built single storey unit next to Lapworth Primary School in the village of Lapworth in Solihull. The premises are easily accessible. The group serves the local community and the surrounding rural area and neighbouring villages and has strong links with the school. There is a fully enclosed play area available for outdoor play and the group also has the use of the adjacent school grounds.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 32 children on roll, all of whom are within the early years age range. A maximum of 30 children may attend the group at any one time. The group is open each weekday. Sessions are from 09.15 to 12.00, during term time. Children are able to attend for a variety of sessions.

The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications. There are two staff currently working towards a recognised early years qualification. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the provision is good. Lapworth Pre-school provides children with a friendly, well-organised and secure environment. The staff are highly motivated, work well as a team and are knowledgeable about the children in their care. Relationships with parents are good, individual children's needs are met and staff promote children's learning and development with success. The pre-school practice is fully inclusive where all children are valued and treated with equal concern. The provider demonstrates a sound commitment to maintain ongoing improvement through the effective use of self-evaluation. All required documentation is in place and well maintained, although some amendments are required to ensure that the Early Years Foundation Stage requirements are fully met.

What steps need to be taken to improve provision further?

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

- review the child protection policy to ensure it refers to Local Safeguarding Children Board (LSCB) procedures
- use observations and assessments to identify children's next steps in their learning and further encourage parents to contribute to children's progress records.

To fully meet the specific requirements of the EYFS, the registered person must:

- provide parents with up to date details for contacting Ofsted should they wish (also applies to both parts of the Childcare Register).

06/05/2009

The leadership and management of the early years provision

The pre-school group is competently led and managed. The staff work well as a team, they are enthusiastic, dedicated to their work and deployed effectively. Managers have attended the Early Years Foundation Stage training and are fully committed to ensuring that staff have the knowledge and skills to support children's individual care and learning needs. All staff are aware of the local safeguarding procedures and have policies and procedures in place which are effective in safeguarding children. Documentation is generally well maintained, although some amendments are required to the child protection policy to ensure the Early Years Foundation Stage requirements are fully met.

Children thrive because staff work in close partnership with their parents, other Early Years Foundation Stage providers and outside agencies. Staff develop meaningful relationships with parents and carers and value their contributions as partners in their child's learning. Parents receive good quality information about the pre-school group, for example, through notice boards, newsletters and a website. Although the complaints procedure is displayed, Ofsted's details are not current. Consequently, parents may have difficulty in making contact if they wish to do so. Attractive displays of children's work throughout the setting help to create a welcoming and informative environment. There is a daily exchange of information between staff and parents and parents' evenings are held to discuss their child's progress in detail.

A self-evaluation document has been introduced since the last inspection and is used as a working document to ensure that strengths and areas for improvement are clearly identified. Recommendations from the previous inspection have been met and implemented. An effective recruitment and induction programme together with comprehensive vetting procedures ensure that all adults working with the children are suitable to do so. Ongoing suitability of staff is monitored through an effective appraisal system, whilst regular staff meetings are held to ensure staff have ongoing opportunities to discuss their practice, views and ideas.

The quality and standards of the early years provision

Children are cared for in a well-organised learning environment. An effective key person system is in place and this helps to foster children's sense of security and to build working partnerships with their parents and carers. Staff know the children well and use their own observation and discussions with parents to assess children's starting points. Staff observe and assess all children on a regular basis and use this information to inform planning. However, parents do not contribute to these records to help build on what children know and identify the next steps in their learning. Children make good progress towards the early learning goals due

to the broad range of activities which are both adult-led and child-initiated. Children have a positive attitude towards learning and respond enthusiastically to the full range of activities and first hand learning experiences provided.

Children are confident in their surroundings and make choices about their own play. For example, they decide whether to play indoors or outdoors and freely select toys and resources. Staff support children in their play and extend their thinking by using good questioning techniques. This means that children are active learners, they are curious, ask and respond to questions and are eager to participate in all activities. They engage easily in conversation with each other and confidently say 'good morning' to visitors and enquire what they are doing in the pre-school. Children concentrate well as they make a train track, twisting and turning pieces until they fit. They learn to match by colour and size when playing card games and have begun to recognise the different numerals that they see displayed around the room.

Children's behaviour is good, they negotiate, share toys, take turns with equipment and show consideration for each other as they play together. They respond positively to the calm manner used by staff and to their well-directed praise. Individual achievements are acknowledged which raises their self-esteem. Children of all abilities are welcomed and are fully included in planned activities. They have free access to the wide assortment of toys and equipment. Children with additional needs receive a great deal of individual attention so that their needs are effectively met. Children learn about the wider world as they engage in role play activities, enjoy visits from the emergency services and are competent and skilled whilst using the computer.

Children are kept safe because staff have a good understanding of creating a safe environment where risks are minimised. They take part in regular fire drills and gently remind one another about safety issues whilst playing indoors and outdoors. For example, 'don't rock on your chair because it will tip over' and 'be careful not to bump into each other' whilst running around. Effective steps are taken to promote children's good health and well-being including minimising the risks of cross-infection and by following sound procedures when children are ill. Children are developing an awareness of healthy eating through topic work. In addition, they are offered mid-morning snacks such as fresh or dried fruit and bread sticks. They show great delight as they are introduced to the newly established garden and are eager to plant their own herbs and vegetables. Children carefully water the plants and overturn logs to examine slugs and centipedes with magnifying 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

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?	2
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?	2
How well are children safeguarded?	2

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Providing information to parents) 06/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Providing information to parents) 06/05/2009