

Newton Longville Pre-school and Extended Services

Inspection report for early years provision

Unique reference number	EY357146
Inspection date	10/03/2009
Inspector	Jennifer Barker
Setting address	School Drive, Newton Longville, MK17 0BZ
Telephone number	01908641706
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).

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

Newton Longville Pre-School and Extended Services was registered in 2007. The pre-school setting is registered for 32 children between the ages of two and five. The Extended Services are registered for up to 32 children in the age range five to eight, of which no children must be under the age of four. It is situated in Newton Longville Church of England Combined School in the village of Newton Longville in Buckinghamshire. A committee of parent volunteers manage the provision. The setting serves children who attend the school and those in the local community. It provides pre-school, and after-school services. The premises are comprised of two halls and a kitchen, as well as toilet and washing facilities and an office. It has full disabled access. A securely fenced outdoor area is available for children's activities. The pre-school operates Monday to Friday term times only; opening times are from 09.15 until 15.00; children may bring a packed lunch and stay for the duration. The extended service currently operates after school only. There are currently 96 children on roll, 56 children attend the pre-school, and of these, 48 are in receipt of funding for nursery education and are in the three to four year old range, six children are in the two to three age range. Of the 40 children who attend the after-school club, six are under five and 24 are between the ages five and eight. The setting supports children with learning difficulties and/or disabilities. The opening times for the out of school provision are 15.15 until 18.00, during term time. The setting employs eight members of staff. The manager, both of the pre-school and out-of-school services, holds relevant level 3 qualifications. All other staff have appropriate qualifications to levels 2 and 3. The setting is registered on the Early Years Register, Compulsory Childcare Register and the Voluntary Childcare Register.

Overall effectiveness of the early years provision

Newton Longville Pre-School and Extended Services is an outstanding setting. The excellent provision offered by this setting is exemplified by the attention to care and welfare of all the children. Excellent progress since the last inspection has ensured that all policies and procedures are in place and are regularly monitored and reviewed. There is continuing self evaluation for the next steps for improvement, including the development of staff and the outdoor area. Systematic planning and tracking of achievement across the Early Years Foundation Stage, shows good progress is made by all children. Inclusive practice is well promoted through early identification and provision planning with outside agencies, and in partnership with parents. Outstanding organisation ensures all staff work extremely well as a team and results in excellent relationships with adults and children, who thoroughly enjoy their learning.

What steps need to be taken to improve provision further?

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

- implementing plans to improve the outdoor play area
- providing more opportunities for children to choose activities to enhance their language development

The leadership and management of the early years provision

The Committee and the setting manager work very closely together to ensure there is excellent and continuing evaluation of provision and care. All statutory regulations are in place and children are safe, secure and included in all activities. The process of self-evaluation has resulted in the development of better processes to track children's progress and systematic planning for all children across the areas of learning. Resources are varied and of high quality, with equipment ranging from construction toys to computers. The development of the outdoor play area, which is well organised into different areas, is moving into a new phase with funding secured for building work so that it can be used in all weathers. Administration support enables the manager to concentrate on the day-to day running of the settings. All staff promote positive relationships with parents. Continuity with home is enhanced through a whiteboard with the activities the children will be doing during the day. Parents commented on how helpful this is in following up work covered back at home. Excellent tracking systems ensure children with learning difficulties and/or disabilities are identified early, particularly those with language and communication difficulties, and there are excellent links with outside agencies for further support, especially speech and language therapists. There are close links with the school to ensure successful transition for children. All elements for safeguarding children are firmly in place. Professional development and training are ongoing, and accredited courses help to build the capacity and skills of staff.

The quality and standards of the early years provision

The purpose-built premises for early years' education provides an exceptionally safe and stimulating environment for the children to learn. Curriculum planning across all areas gives children rich and varied opportunities for development, both indoors and outside. Staff are well deployed so that each child has a key worker. This system works very well and links to assessment and observation of children so that staff know their strengths and weaknesses very well and can plan the next steps in learning. Children make very good progress. Parents are particularly impressed by how quickly their children settle down and improve their communication skills after only a short length of time. The quality of adult interactions with children is excellent and this promotes positive attitudes amongst the children and excellent behaviour. Personal, social and emotional development is excellent as a result of well planned adult-led group work as well as opportunities for children to play together. A thematic approach to the curriculum supports the integration of different areas of learning. For instance, children developed their knowledge and understanding of the world, as well as their creativity and cultural awareness, through painting water lilies based on those of an artist, and observing how the plants develop. This also supported their language development by linking to stories about frogs and water lilies as well as

appropriate letter sounds. However, planning does not always include opportunities for children to choose activities and resources in order to lead their own learning and, with adult interaction, to further develop their language skills. As well as listening to stories, children enjoy sitting quietly and happily discussing books with each other as they become independent learners. Staff often find opportunities for counting as children play, for example, the number of times the ball bounces and the number of bags ready for children as they leave at lunchtime. Children use computers well and often tell staff what to do! The outdoor play area is well arranged so that there are quiet areas for reading, a house for role play and bikes, scooters and balls for well-supervised physical activities. Children use these for rich imaginative play, including making up their own games. Excellent routines are in place at the beginning and end of sessions and activities, for instance washing their hands, before coming inside and before eating healthy packed lunches, and ensure a calm atmosphere.

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 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 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.