

Tisbury Pre School

Inspection report for early years provision

Unique reference number EY341483
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Inspector Jeffery Plumb

Setting address Fledglings, Weaveland Road, Tisbury, Salisbury, Wiltshire,
SP3 6HJ

Telephone number 01747 871405

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).

Description of the setting

Tisbury Pre-School operates from its own converted premises on a school site in the village of Tisbury. It is accessible for people with disabilities. The pre-school is managed by a committee of parents and has been open for many years. It has been on its present site since September 2006. Most of the children who attend live in the local area. The setting is on the Early Years Register. It is registered to care for 18 children aged between two and five-years-old. Currently there are 14 children aged from two years four months to four years five months on roll, of whom 11 receive funding for nursery education. It is open five days a week during school term times with sessions running from 09.00 to 12.00. A lunch club operates after some sessions according to demand. The pre-school supports children with speech and language difficulties. There are two members of staff who work with the children. Both hold an early years qualification. There is a partnership with the Early Years Foundation Stage teacher in the primary school on the site on which this setting is located.

Overall effectiveness of the early years provision

Overall, Tisbury Pre-School makes outstanding provision for children in the Early Years Foundation Stage and meets their needs exceptionally well. Full inclusion of all children lies at the heart of this very successful setting and so all children make outstanding progress. Planning based on what interests the children and motivates them to learn is excellent. The play leader and the assistant play leader are reflective practitioners who constantly evaluate their practice and make changes to bring about improvements. The capacity for further improvement is outstanding.

What steps need to be taken to improve provision further?

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

- improve the parent notice board in the reception area to the setting so that parents have a full range of information about their children's learning

The leadership and management of the early years provision

Outstandingly effective systems are in place to ensure children are secure and safe, for example, the cleanliness of the outdoor play area is checked before the start of each morning session and the security of outside gates and doors is checked at the same time to prevent any unwarranted entry. The play leader is up-to-date with recent changes in resuscitation techniques, should they be needed, when working with young children. Excellent self-evaluation lies at the heart of this very successful setting. The play leader and her assistant constantly evaluate every aspect of the setting's life, discuss their findings, and take decisive action to manage change and bring about improvement. Use of the Ofsted self-evaluation

tool is a work in progress, but has already enabled the play leader and her assistant to become even more reflective about their practice. The detail of evaluation and subsequent action benefits the children very significantly. For example, in observing a few children are very keen on mixing substances, a cooking activity was provided to develop their interest. When it became apparent that they preferred mixing things outdoors, more materials were put outdoors. Children mixed water and oil and the fascination on their faces as the two substances separated was a joy to behold.

The play leader and her assistant are committed to professional development. Recent training has led to further improvements to planning and assessment. The play leader's recent Level 3 multi-agency training with the local Safeguarding Board has led to minor modifications to the child protection policy and procedures. Child protection procedures meet government guidelines. There is an open door policy and parents are made very welcome. Parents feed in information about the interests their children have through a learning journey sheet exchanged between the pre-school and home on a daily basis. Staff use the information given by parents to re-align planning and work to children's interests to accelerate their learning. Parents are invited regularly and frequently to discuss the progress their children make. On entry to the setting there is a parent notice board which provides useful organisational information, but it lacks stimulating detail about what children are learning to engage parents even further. Parents are delighted with what this setting achieves for their children. Comments such as 'my child has come on so much from when he started pre-school, his speech and behaviour have improved no end' and 'I have watched him grow from a quiet child to a confident chatty young boy' are typical of the views parents hold. There is an excellent relationship with the Early Years Foundation Stage teacher on the primary school site where this setting is located. Children from this setting join in regular physical education activities with the children in the Reception class and this makes a very valuable contribution to their physical development.

The quality and standards of the early years provision

Children make outstanding progress in this setting. Their learning accelerates because they enjoy participating in a wide range of activities which are based on their interests and the necessary areas of learning. They are challenged and have fun. Excellent planning takes account of the children's interests and moves them on rapidly in their learning. Children's fascination with shoes is used to create a shoe shop where they learn to count with ease and handle pretend money. Assessment is based on daily observations of the children and used immediately to plan for their next steps in learning to move them on in their development. Children with speech and language difficulties make rapid gains in communicating. They are very effectively supported through the use of Makaton (signing) and make excellent progress in communicating their needs independently.

Through well matched activities children begin to count with confidence recognising numbers and make marks on paper corresponding to the number of letters in their names. They develop their creative skills through junk modelling and use scissors safely to cut materials into shapes. A stimulating outdoor play

area, used daily, develops their language and mathematical skills well and contributes effectively to their physical development. They enjoy nature activities and hunting for creatures in the inspirational and stimulating outdoor environment. The balance between adult-ed activity and play initiated by the children is a strong feature of this outstanding centre.

The provision for children's welfare is outstanding. Children's health and safety is promoted exceptionally well. They are encouraged to talk frequently about foods that are good for them and have healthy snacks each day. The grounds are used very effectively to promote their physical fitness and their little hearts are made to pump. After using the toilet the majority of children wash their hands without being prompted. Cultural diversity is promoted exceptionally well through imaginative play. For example, children thoroughly enjoyed having a picnic with pretend foods from a different culture in the Teepee they constructed outdoors. Children are involved in fundraising activities with their parents and so experience participating in activities which make a positive contribution to their community.

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.