

High Coniscliffe Pre-school

Inspection report for early years provision

Unique reference number	EY386260
Inspection date	02/06/2009
Inspector	Vivienne Dempsey
Setting address	High Coniscliffe Church Hall, High Coniscliffe, DL2 2LR
Telephone number	01325 256861
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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 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

High Coniscliffe Pre-school is a limited non-profit making company. The provision operates from within High Coniscliffe Church Hall, in the centre of the village. There is access to an enclosed outdoor play area attached to the church hall. The pre-school is registered on the Early Years Register. It is registered for a maximum of 20 children, aged two to under five years, currently there are six children on role. The setting operates during term-time only, from 09.30 to 12.00 Monday to Friday. The pre-school serves the needs of children from the local community and the wider rural area. They provide funded nursery education places. Two qualified members of staff work directly with the children. They are supported by staff from Learning Together nursery, in Darlington and childcare apprentices as required. The setting maintain close links with the nearby school and receive support from the Local Authority. The setting provides funded early education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Due to the highly effective partnerships with parents and partners, and the very good assessment arrangements in place, the individual needs and interests of all the children are successfully identified and very well planned for. As a result, all children are very well supported and are making very good progress in their learning and development. Currently there are no children on roll with learning difficulties and disabilities., however, the setting has a positive approach to welcoming all children and their families. Staff are very positive and enthusiastic and are committed to developing the service they provide and improving outcomes for all children. Extremely good systems are in place to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop access to the outdoor environment to give children opportunities to investigate the natural world.

The leadership and management of the early years provision

Leadership and management of the setting is strong and the staff work very well together to ensure a stimulating learning environment is provided. The documentation, policies and procedures required for the safe and efficient management of the setting are in place and effectively shared with parents and staff. These ensure children are safeguarded, included and their individual needs met. Staff have a clear understanding of their roles and responsibilities and work very well as a team to promote the welfare, learning and development of all the children. Training needs are identified and provided for and staff access support

and guidance from the Local Authority and other early years settings, sharing ideas, information and best practice.

Partnerships with parents and partners is a key strength. The views of parents are meaningfully sought to support the developments of all aspects of the provision. Staff ensure parents are fully informed of their children's progress and are encouraged to play an active part in the setting and their children's learning and development. For example, children's 'next steps' books are regularly shared with parents and they are encouraged to attend weekly story time sessions. Parents speak very highly about the care provided, the staff, their approachability and the detailed information they receive about their children. Strong links with local school ensure children are supported during times of transition and children regularly use the school facilities. For example, they regular use the school field, helping them to develop their physical skills while enjoying the fresh air.

Directors and staff share a clear vision for the continuous improvement and future of the pre-school. The Ofsted self-evaluation form and feedback from parents, children and other professionals are effectively used to identify the key strengths and areas for development and clear action plans are set accordingly. Staff attend regular training to develop their knowledge of childcare issues and to keep them informed of changes to requirements and practice guidance. This helps staff develop the provision provided, whilst promoting outcomes for children extremely well. Improvements made to date demonstrate a strong capacity to improve and monitoring systems to measure the impact of future improvements are effectively in place.

The quality and standards of the early years provision

Staff have a very good understanding of the Early Years Foundation Stage (EYFS) learning and development requirements. Effective systems are in place to observe, assess and plan for the individual needs and interests of all children. This is further supported by contribution from parents regarding their own children's learning and what they enjoy doing at home. This information and ongoing observations of children, informs the weekly planning to ensure learning opportunities provided are appropriately challenging and personally meaningful to the children.

Staff provide a very welcoming and stimulating learning environment and they take positive steps to ensure that all children can play a full role in activities and help them to reach their full potential. They show great care, concern and affection towards the children and encourage them to achieve and help build their self-esteem through constant praise and encouragement. Children have lovely opportunities to explore the world around them with regular walks to the local school and the nearby church. They enjoy planting a range of plant and vegetables, such as carrots and sunflowers and are interested in why things happen. However, access to the outdoor environment is temporarily restricted as the outside area is currently being developed, which does not fully give children opportunities to investigate the natural world.

Children confidently, use a range of tools and equipment safely and with increasing

control. For example, they quickly use scissors to cut 'gold coins' out of card to use in the role play area and use knives safely to butter their crackers for snack time. Staff justify and explain why safety is an important factor in handling tools and equipment and children have an extremely good understanding of the rules they need to follow to keep everybody safe. Children wear high-visibility vests when on outings and have a clear understanding of road safety and confidently talk to staff about the need to watch and listen for cars to enable them to cross safely.

Staff provide excellent opportunities for children to be active and understand the benefits of physical activity. Children thoroughly enjoy moving to an exercise CD and laugh and giggle with great excitement as they follow and anticipate instructions very well. Staff talk to children about their hearts beating faster and children understand why they need to do exercise, 'to get fit and be healthy.' Children are able to make healthy choices at snack time, fresh drinking water is freely available and locally sourced organic milk is available at snack time.

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.	1

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?	1
How well does the setting work in partnership with parents and others?	1
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?	1
How well are children helped to be healthy?	1
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

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