

Reepham Pre school

Inspection report for early years provision

Unique reference number

EY292508

Inspection date

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Inspector

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Setting address

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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

Reepham Pre-school is a committee run provision which opened in 2004. The pre-school operates from a church school room in the village of Reepham. There is an enclosed outside play area attached to the building. The pre-school serves the local rural community and surrounding villages.

A maximum of 18 children aged two and a half to five years may attend the setting at any one time. There are currently 36 children attending who are within the Early Years Foundation Stage (EYFS). The pre-school operates during term times only. They are open Mondays and Tuesdays from 09.00 to 11.45 and 12.45 to 15.15, and Wednesdays and Fridays from 09.00 to 12.00.

The group employs four members of staff. All hold appropriate early years qualifications and one is working towards a further qualification. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The staff ensure that the children enjoy their time at the pre-school. They actively engage in a range of activities which are matched to their needs and interests and help them to make progress in their learning. The staff know the children well and the relationships between the children and staff are warm and trusting. Most arrangements are in place to ensure the children's good health and safety. All necessary policies and procedures are in place to ensure the pre-school functions smoothly and allows the staff to respond to the changing needs of the children. The staff promote inclusion throughout the pre-school. The group have started to use the process of self-evaluation and they demonstrate they have the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the record of accidents and first aid treatment fully protects children, with reference to recording sufficient information
- improve the good health of children and take necessary steps to prevent the spread of infection with reference to hand washing routines
- update knowledge and understanding of safeguarding issues with reference to if an allegation is made against a member of staff.

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

- ensure that Ofsted is notified of any changes to the individuals who are members of its management

08/06/2009

committee (Suitable people).

The leadership and management of the early years provision

The pre-school has detailed policies and procedures in place to fully protect children and secure systems in place to ensure these are all known and followed by staff. They carry out risk assessments on a daily basis. The whole staff team are committed to the improvement of the service and to the care and learning of the children. They continue to access ongoing training and this helps to ensure all children's individual needs are met. All staff are vetted and the pre-school has a robust recruitment process in place. However, the management committee has recently changed and they have not informed Ofsted of these changes. Children are cared for by appropriately qualified staff. There is a suitable staff appraisal process, during which any training needs are identified. The well-established staff team work well together. The staff are focused on helping all children make progress in their learning and development, and promoting their welfare. All staff have warm relationships with the children and interact very well with them. They offer a range of suitable activities and experiences for the children. The relaxed, welcoming approach within the pre-school helps children to settle quickly, and fosters their all-round development. This also encourages them to interact with each other, enhancing their social skills.

Staff help children to appreciate diversity and begin to develop an understanding of the wider world through the use of appropriate resources and activities. The staff are starting to use self-evaluation to effectively identify the pre-school's current strengths and weaknesses. They have acted upon the recommendations made at the last inspection. For example, they have increased their resources to help children understand about diversity and the wider world. They now record their fire practices in more detail to ensure the continued safety of the children. Staff attend training in order that they can plan activities for children more effectively.

Children's welfare is safeguarded as staff have a secure understanding of their responsibility to protect children. However, they are not aware of what they would do if an allegation was made against themselves. This does not fully protect children. Parents are provided with good information about the provision and are kept well informed about their child's achievements and progress. The pre-school encourages parents to be involved in their child's learning. For example, the children are encouraged to bring items in from home around the letters of the week.

The quality and standards of the early years provision

The staff are effective in supporting children's learning, they easily get down to the children's level. They are good role models and use different teaching methods in helping children learn. The provision leads to children making good progress because they feel secure and settled and have opportunities to follow their interest

and find things out for themselves. Children demonstrate positive attitudes to play and learning. Staff have a good knowledge of the EYFS and use the children's own interests as a starting point. Staff listen carefully to the children and respond to them sensitively and with interest. The questions asked by staff give children time to think and therefore help develop their understanding and thinking skills. For example, children have to think about and predict if certain items will float or sink in the large jugs of water. Staff record their daily observations of children and these are used effectively to fully assess where children are in their current development.

Children are encouraged to develop the habits and behaviour appropriate to good learners, due to the good relationships with staff. They show caring attitudes within their play. Children have an awareness of health and hygiene and demonstrate good levels of independence. For example, they are aware of the snack time routines with regard to hand-washing and the reasons why they need to wash their hands. However, the routine for hand washing does not fully protect children from cross-infection with the use of the same water and communal towels. Children are provided with a snack of fresh fruit and enjoy sitting in small social groups.

Children are safe as the premises, equipment and furniture are safe and secure. Their ability to protect themselves from harm is enhanced through opportunities to practise safety procedures and to consider if these are effective. For example, children practise the fire evacuation procedures and when walking about the village they are made aware of road safety. Children wear safety helmets when riding on the wheeled toys. The accident records do not fully protect the children and they do not always contain sufficient information about the injury.

Children sit and use books independently, they sit and listen well at the group story time and enjoy talking at the 'show and tell' time. They confidently talk about why they have brought their items in to show. Children learn about measuring as they measure and record the growth of their sunflowers. They have fun with the remote controlled car and watch in amazement as it moves around the playground. Children learn about money as they play in the role play café. Cameras are used by the children in the pre-school and they take delight as they look at what they have taken.

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?	3
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?	3

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?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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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