

# Edenham Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	253776
<b>Inspection date</b>	06/05/2009
<b>Inspector</b>	Susan Riley
<b>Setting address</b>	The Hostel, Grimsthorpe Estate, Grimsthorpe, Lincs, PE10 0LY
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<b>Type of setting</b>	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).

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

Edenham Pre-school is a privately run provision which opened in 1992. The pre-school operates from a two storey building within the grounds of Grimsthorpe estate. There is an enclosed outside play area attached to the building and staff also take children on walks around the estate grounds. The pre-school serves the local rural community and surrounding villages.

A maximum of 30 children aged two to five years may attend the setting at any one time. There are currently 46 children attending who are within the Early Years Foundation Stage (EYFS). The pre-school is also registered by Ofsted on the compulsory and voluntary childcare register. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school is open each weekday during term-time from 09.00 until 15.00. However, on Thursday a shorter session is offered from 09.00 until 12.30. The group employs eight members of staff. Of these, seven hold appropriate early years qualifications and one is working towards a 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 engaged in a wide 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 very 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 and these help 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 and they are currently extending the procedure to self evaluate the provision for children's welfare, learning and development.

## 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
- develop further the use of reflective practice and self evaluation to identify current strengths and priorities for development that will improve the quality of the provision for children
- develop further the use of observational assessment to clearly identify where each child is in their learning and plan effectively for their next steps.

## **The leadership and management of the early years provision**

The pre-school has detailed policies and procedures in place to fully protect children. The owner has secure systems 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. 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 very well together. The staff are focused on helping all children make good progress in their learning and development and promoting their welfare. All staff have lovely warm relationships with the children and interact very well with them. They offer an excellent range of suitable activities and experiences for the children, especially when outdoors. 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 owner and staff are starting to use self-evaluation to effectively identify the pre-schools current strengths and weaknesses. They have acted upon the recommendations made at the last inspection. For example, the systems for risk assessments have improved as they now record daily checks of the premises and equipment to ensure all is safe for the children. They devised a information leaflet for parents about the Early Years Foundation Stage, to ensure parents are fully aware of how children learn through play. Children's welfare is safeguarded as staff have a secure understanding of their responsibility to protect children. Parents are provided with good information about the provision and are kept very well-informed about their child's achievements and progress. The pre-school encourages parents to be very much involved in their child's learning. For example, the children have books which they take home and read with their parents. They also have the 'Wow Box' in which parents can put comments in around what their children have achieved at home, these are all recorded in the children's development files.

## **The quality and standards of the early years provision**

The staff are very effective in supporting children's learning, they easily get down to their level. They are very 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 excellent 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 Early Years Foundation Stage 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.

This positive approach helps children's language and communication skills. The questions asked by staff give children time to think and therefore help develop their understanding and thinking skills. Staff record their daily observations of children. However, these are not always used to effectively assess where children are in their current development.

Children are encouraged to develop the habits and behaviour appropriate to good learners, due to the excellent relationships with staff. They show caring attitudes within their play. Children have a good awareness of health and hygiene and demonstrate very good levels of independence. For example, they are aware of the meal time routines with regard to hand-washing. Children are provided with a snack of fresh fruit. The parents provide packed lunches for their own children and these are stored safely. Children enjoy sitting in small social groups for their lunch. They are fully aware of the need to wash their hands and they talk about having 'tummy ache' if they do not keep their hands clean. Children also learn about caring for their environment as they place their waste items in different recycling containers when they have finish.

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 out walking within the estate grounds they are made aware of road safety. Overall, records relating to the welfare of the children are suitably maintained. However, the accident records do not always fully protect children as they do not contain sufficient information about the injury.

The great strength of this setting is the lovely outdoor play area. Children excel in their learning within this area. They tend and care for the fruit and vegetable that they are growing and notice that the caterpillars have started to nibble at their cabbage leaves. Children talk with interest about the wormery and how the worms are making their compost. Children notice a footprint which leads on to them making animal footprints in the playdough, from this they count and notice the differences.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1

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## **Annex B: the Childcare Register**

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