

Frisby Pre-School

Inspection report for early years provision

Unique reference number	226328
Inspection date	03/07/2009
Inspector	Lynn Dent
Setting address	The Old School, Church Lane, Frisby on the Wreake, Melton Mowbray, Leicestershire, LE14 2NQ
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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

Frisby Pre-School opened in 1974 and has been under the current ownership since 2001. It operates from the old school building in the village of Frisby on the Wreake in the north of Leicestershire. The setting serves the local community and surrounding areas.

The nursery is registered on the Early Years Register. A maximum of 24 children in the Early Years Foundation Stage may attend the pre-school at any one time. There are currently caring for 32 children from two to under five years on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

The nursery currently supports a number of children with learning difficulties and/or disabilities. The pre-school employs six staff. All of these hold appropriate early years qualifications and one is working towards a higher level qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children make excellent progress in their learning and development due to committed staff who successfully implement the Early Years Foundation Stage. Staff are innovative and use everyday activities and experiences extremely well to fully promote all areas of learning. The setting places a high emphasis on consistency for children and inclusive practice. The staff do not yet fully utilise opportunities to enable parents to extend their children's learning at home. Systems to check the ongoing suitability of staff are informal. Systems to self-evaluate the provision are comprehensive, ensuring that priorities for future development are promptly identified and acted on, resulting in a service that successfully builds on the existing provision already in place.

What steps need to be taken to improve provision further?

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

- formalising systems to ensure that staff continue to be suitable to work with children
- developing systems further to enable parents to extend their children's learning at home.

The leadership and management of the early years provision

The manager provides outstanding leadership and management and is proactive in working with the staff, children, parents and other settings to collate their views of the provision. This information is used exceptionally well to identify areas for

improvement. Comprehensive action plans ensure that positive changes are introduced and embedded into the service provided. All recommendations from the last inspection have been resolved, showing a further commitment to improvement. Relationships between staff and children are exceptionally good. Staff are innovative in using resources and everyday events and experiences to promote all areas of learning. Planning of activities takes exceptional account of the children's individual needs. Observations enable staff to positively promote children's achievements and interests and to effectively provide for their identified learning priorities. Consequently, all children are challenged to reach their full potential.

Comprehensive policies and procedures are very successfully implemented and underpin the welfare, learning and development of the children. Effective recruitment procedures ensure that suitable staff work in the setting and their ongoing suitability is discussed periodically. However, these systems have not been formalised into the annual appraisal and so are not yet robust. The induction process ensures that staff are armed with information to successfully carry out their role. Staff are committed and work together as a cohesive team, sharing the values the manager promotes. Children's welfare is met because staff have a very clear understanding of their role and responsibility to implement the Local Safeguarding Children Board procedures.

There are very good partnerships with parents, who are very pleased with what is provided and place a high value on the open door policy and staff willingness to talk to them about their children at any time. Parents receive frequent newsletters informing them about events and initiatives. However, parents cannot fully extend their children's learning at home as the setting does not fully promote this. Parents receive regular reports of their children's progress and are invited to make comments on these. Therefore, information is shared which enables the staff to build on the children's interests. The setting uses outside expertise such as speech therapists and the area Special Educational Needs Coordinator extremely well, which significantly supports children's individual needs. By promoting successfully partnerships with parents, local schools, other childcare providers and agencies, children are significantly supported and receive consistency in their learning and development.

The quality and standards of the early years provision

Children are engaged in purposeful experiences and thoroughly enjoy their time at the setting because the staff plan and provide exciting activities such as hatching chicks in an incubator and chrysalis for children to see development into butterflies. Children achieve and make excellent progress towards the goals expected for their age and in comparison to their starting points. They are very independent and confident to extend planned activities and to initiate their own play and learning.

Children play outside in all weather because the staff provide waterproof clothing and Wellingtons. As a result, children and staff very happily splash in puddles and learn about floating and sinking as they place objects in the water. They also learn

about size, as they make marks with chalk to find out if the puddle gets bigger. Staff are innovative in using everyday events to promote children's learning. For example, children grow potatoes in the playground and as they dig these up they solve mathematical problems, such as which plants have the most potatoes. Children are inquisitive and following the collection of the potatoes enjoy playing in the compost and some children use diggers and trucks to transport it to their pretend building site. They show a sense of awe and wonder as they find insects under the grow-bags in the playground.

The staff are very aware that some children need positive encouragement to learn and to make marks. As a result, they encourage them to count how many basketball goals they achieve and record this with chalk on the exterior walls of the premises and the playground. Children competently use a computer and can clearly explain what they are doing. They also use hole punches, small equipment to corrugate their paper and remote controlled toys. This shows that technology is exceptionally well supported. All children are fully involved in the experiences because staff are very aware of children who may be on the periphery of these and gently draw them into the activities.

Children have a very good understanding of a healthy lifestyle and enjoy the independence of choosing when to eat their snack. They serve themselves and during the inspection enjoyed eating the potatoes they had reaped the previous day. Minor accidents are managed well and parents are kept informed of these. The environment is stimulating and meaningful to children because their work is displayed and the layout enables all children to make choices and explore the rich and well-resourced environment provided. Displays of different cultures and positive role models help children to understand and respect the wider world in which they live. Children show exemplary behaviour and are very considerate towards their friends. They routinely use good manners such as 'please', 'thank you' and 'excuse me'. Partnership between the setting, the local school and parents is excellent. As a result, children are well prepared for the next stage of their education.

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

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