

Olveston Pre-School

Inspection report for early years provision

Unique reference number 136045
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Inspector Hilary Elizabeth Tierney

Setting address The Parish Hall, Upper Tockington Road, Tockington, BS32
4LQ
Telephone number 07790246 588 or 01454 619850
Email clareevans.olvestonpreschool@hotmail.co.uk
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

Olveston Pre-school opened in 1961 and is run by a parents committee. The provider is on the Early Years Register. The group operate from the two rooms in the parish hall in the village of Olveston, South Gloucestershire. There is an enclosed outdoor area.

A maximum of 30 children may attend the pre-school at any one time. The pre-school is open five days a week from 09:00 to 11:45, with a lunch club running from 11:45 to 12:30 on Tuesdays to Fridays. Afternoon sessions run from 12:30 to 15:00 on Tuesdays to Fridays during term times. There are currently 61 children aged from two years to under five years on roll. Children attend from village and surrounding areas. The group currently offer support to children with learning difficulties and/or disabilities. They currently have no children attending who speak English as an additional language.

The nursery employs eight members of staff. Of these six hold appropriate early years qualifications and the play leader has completed the Early Years Foundation degree. The staff are supported by parents on rota duty.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are progressing exceptionally well in all areas of learning and they enjoy their time at the setting. Children are active learners, well occupied, challenged and as a consequence they are eager and willing to learn and explore the world around them. Staff are committed to provide high quality childcare and realise there is always room for improvement. They work extremely well together, because of this the setting is well organised and children are allowed to explore, make choices and grow in confidence. Staff are excellent role models, they are consistent, calm and caring in their approach towards the children and treat them all as individuals. A superb partnership with parents means they are involved, contribute to their child's learning and have detailed information regularly shared with them.

What steps need to be taken to improve provision further?

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

- continue to develop the links between sensitive observational assessments and planning of activities, so that all children's individual needs continue to be met

The leadership and management of the early years provision

Policies and procedures are detailed and contribute to the smooth running of the setting. Detailed risk assessments ensure children are safe both inside and outside. Staff are vigilant in their supervision of children, but do allow them to explore and take calculated risks. Staff explain to children the consequences of their actions to help them learn about safety, for example, during outside play a child threw some coins over a fence, a member of staff carefully and clearly explained why they should not do this and what could happen if the coins hit someone. Excellent security of the premises and staffing ratios ensure children are kept safe during their time at the setting. Staff have good awareness regarding safeguarding children. There are clear procedures in place and which are followed carefully. Accident and medication records are clear and shared with parents. All necessary parental permissions are in place and authorised people to collect are recorded.

Parents spoken to speak very highly of all the staff. They compliment the staff on the changes that have been put in place, the detailed information shared with them daily, the inclusion of all children and how they are encouraged to be involved in their child's learning. Parents also commented that they felt the staff go above and beyond what is expected of them. Detailed information is regularly shared with parents both verbally, through parents' evenings and sharing information about their child's progress. Children's differences are acknowledged and embraced by staff and they ensure all children are included and their needs are met well. The key person system is effective and parents know who their child's key person is, because of this staff know the children and their families extremely well. Clear observational assessments and planning are in place, however, these are not fully linked together to continue to help all staff meet children's individual needs.

The staff have started self-evaluation, although this has not been completed formally, they are able to discuss fully areas for improvement and development within the setting. Staff work extremely well as a team and are supported effectively by the committee. Clear recruitment and induction procedures ensure all staff are consistent, calm, caring and all have the same relaxed attitude which creates a lovely learning environment for the children to learn and develop.

The quality and standards of the early years provision

Children are progressing exceptionally well in all areas of learning and development. Staff are excellent role models and they motivate children to learn by excellent interactions, open questions to help them think and problem solve. All children's needs are met extremely well and staff offer excellent support for children with learning difficulties and/or disabilities. All children are taught to be kind and caring towards each other and include each other in games. For example, staff were observed reminding children to have kind hands and only use them for nice things, such as playing and holding hands not hitting. Children have superb opportunities to explore the world around them with exceptionally well resourced activities provided by the staff. They develop their creativity and knowledge of the

world around them, for example, children were observed having a great time with role play. A parent brought in her new baby and the activity was set up by staff with dolls, bottles, drinks cups, nappies, changing mats, scales and weights, boxes of food, spoons. Children were observed having a lovely time caring for their baby. Some children were able to fill the bottles to 'feed' their babies with water. Excellent interactions were observed between the staff and children.

The staff consider the outside area as a third room and children benefit from the free flow to this area whatever the weather. This area has a lovely raised garden where children grow vegetables, flowers and are able to dig at any time. There is a den area that children thoroughly enjoy playing in. Children are able to explore and investigate as they have regular access to fresh air and exercise. Staff set up a car wash outside, developed from children's interests, this again was well resourced. Children had a great time washing their cars, bikes and scooters. They had tickets and pretended to pay, then other children gathered the water in buckets and washed the cars with large sponges. A group of children were observed organising themselves to collect the water from the water butt. A child put the bucket under the water butt, another turned on the tap and another carried the buckets to the car wash. Later a child attached a hose to the water butt tap and filled the buckets with this. Children thoroughly enjoy their time at the setting, they develop their physical development and imaginative play extremely well.

This is a well organised setting and the staff have created a lovely, well balanced mix of adult-led and child-led activities to create a welcoming enabling environment. Excellent interactions between the staff and children encourage children to make decisions, choices and develop their language skills. Resources are all easily accessible, clearly labelled and in excellent condition. Staff obviously enjoy being with the children and this is reflected in their calm positive approach and the children respond with good behaviour. Children are eager, confident and willing to learn. They are given lovely opportunities to develop their independence through a carefully planned snack bar. The setting has small mobile sink that provides children with running water so they can wash their hands before snacks. They all understand about germs and the reason why they need to wash their hands. Children are able to help themselves to snacks and pour their own drinks.

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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