

Charfield Pre-School

Inspection report for early years provision

Unique reference number EY221221
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Inspector Denise Franklin

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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).

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

Charfield Pre-School has been open since 1967. It is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the foundation room situated in Charfield Primary School. There is suitable disabled access to all areas. The pre-school serves the local area and can care for up to 20 children aged two to five years. The group accepts children from the age of two-years-nine-months and currently has 25 children on roll, of whom 21 are funded three and four-year-olds. The group welcomes children who have learning difficulties and/or disabilities and English as an additional language. The group is open term time only. Opening hours are Monday to Friday from 09.00 to 11.45 and there is a lunch club on Monday between 11.45 and 12.55. The pre-school is run by a voluntary management committee. A team of four staff is employed. Two staff have appropriate Level 3 qualifications one is a nursery nurse and one member of staff has a Level 2 qualification. Parents assist staff on rota duty. The group receives support from an advisory teacher and Area Special Educational Needs Coordinator and links with the school are particularly strong.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. A number of necessary steps have been taken, very recently, to improve provision for children attending Charfield Pre-School. As a result the setting is effective and provides good provision. Staff ensure that the needs and interests of all the children, including those with learning difficulties and/or disabilities, are fully met so that children enjoy learning and make good progress. Links with the school are particularly strong. Staff morale has improved significantly and all are now fully involved in all aspects of the setting, so the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- develop the outdoor area into an environment where children use their creative and imaginative skills effectively
- make resources more accessible to children so that they can make choices about their learning and development

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

- ensure that there is a procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and welfare) (also applies to the compulsory part of the Childcare Register)

30/06/2009

The leadership and management of the early years provision

The newly appointed play leader, ably supported by the chair, committee and staff team, has taken the necessary steps to address issues identified in the last inspection report in order to ensure that high quality provision is offered to the children. A detailed audit has identified the strengths and areas for development, many of which have already been addressed. All parties involved in the running of the setting now review this audit regularly. After a difficult period all staff, led by an enthusiastic and knowledgeable play leader, are fully committed to continual improvement. They have received training on the Early Years Foundation Stage framework and are attending courses to develop their own skills and knowledge.

New policies and procedures have been completed in the last few months and have been shared with staff and committee. Risk assessments, including those for the outside, are detailed and completed regularly. The setting no longer uses the school hall. There are daily risk assessments on all areas used by the pre-school. All necessary information has now been completed regarding child protection and complaints procedures. All safeguarding procedures are fully in place and rigorously implemented. The setting complies with the requirements of the Childcare Register but does not have the procedure for a parent failing to collect a child at the appointed time.

Partnership with parents is good. Parents appreciate the recent improvements and say their children now thoroughly enjoy going to pre-school. They feel that information about events and their children's progress is good. They particularly like the notice board at the end of the day, which gives them information about activities and snacks, details of which have been chosen by the children themselves. They have good opportunities to discuss their child's progress at newly introduced consultation evenings and contribute to their child's learning journeys by sharing their child's achievements at home through 'wow' statements. They are comfortable enough to discuss any concerns with the child's key person or any member of staff, all of whom know the children very well. Parents are also very supportive of the first visit out of the setting, scheduled for a later date, to a teddy bears' picnic. The setting has very strong links with the school and the transition programme for children moving from pre-school is outstanding. Children visit the reception classes weekly for thirty minutes and join in a range of activities with them. Children talked about the visit from the time they arrived at pre-school and they settled very quickly in the classrooms with the other children. This supports their learning and development effectively and prepares them well for their next stage in learning.

The quality and standards of the early years provision

The setting provides a good range of activities, which the children enjoy. As a result they are making good progress and achieving well. Activities are well planned, taking account of the children's interests and developmental needs. Staff meet weekly to plan together and all are making good use of recent training, when contributing to these meetings. They make good use of long and short

observations to plan the next steps for each child. This information is recorded in the children's learning journeys, together with samples of children's work and 'wow' statements from home. A brief overview of each child's development in each area of learning also tracks their progress effectively. Children with learning difficulties and/or disabilities are identified early and are well supported by their key person so that they can access all the activities at their level. This was particularly evident during the visit to the reception class where the adult settled a child and sensitively moved away so that he could still see her whilst gaining his independence.

Children enjoy selecting their own paints and decide what materials they need. They develop their communication and language skills well by taking on various roles in the home area. Adults question effectively to develop these skills, and children are confident to communicate with each other in a range of situations. When using a computer, they can use the mouse appropriately to drag and click items across the screen. Behaviour is good because adults use positive behaviour management strategies well so that children have a good understanding of what is expected of them. Children are gaining independence by putting on their own boots to go outside, helping to set up the tables for snacks and making choices about the activities they want to do. The play leader is rightly keen to have more storage units that are accessible to the children so that they can develop these skills even further.

The last report identified that the garden was under used. This has been addressed and children can make choices whether to be inside or outdoors. All weather gear has been purchased and children know they change into boots when outside. They walk sensibly between the areas. The area is stimulating and covers all areas of learning. Children confidently dig in the wet sand and know that the plants need water to grow. They take turns on the slide and wheel their dolls sensibly around the garden. Staff are planning a more natural environment outside to enable the children to be more creative and imaginative but this is still in its very early stages of development.

A café system has been introduced at snack time and children enjoy choosing their fruit, drink and spread. Adults ensure that they know why they need to wash their hands before eating and the importance of eating healthily. All welfare requirements are met. Children are learning about other cultures through special theme days such as Chinese New Year and are learning to stay safe through visits from the police. Children at Charfield Pre-School are making good progress in their basic skills, are active learners and are being prepared well for their future.

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?	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?	2
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?	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?	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report

30/06/2009