

Layston Pre School

Inspection report for early years provision

Unique reference number	EY317322
Inspection date	03/06/2009
Inspector	Jackie Cousins

Setting address	Layston First School, The Causeway, Buntingford, Hertfordshire, SG9 9EU
------------------------	--

Telephone number	01763 272505
-------------------------	--------------

Email	
--------------	--

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

Layston Pre-School registered in 2005. It operates from one classroom in Layston First School in Buntingford. Children share access to the school hall and playgrounds. The pre-school is open every weekday from 09.00 to 11.45 and from 12.45 to 15.15 during term time. Extra provision is available at lunchtime from 11.45 to 12.45 for children at the setting. The pre-school is registered to care for a maximum of 30 children aged two to five years at any one time. Currently there are 43 children on roll, of whom, 35 are funded for nursery education. The pre-school is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school supports children with learning difficulties and/or disabilities. It can support those who have English as an additional language. Accessibility for those with mobility difficulties or disabilities to the setting is satisfactory because it is on one level and can be accessed by a slope at the back. The pre-school has achieved the Hertfordshire Quality Standards Award and works in partnership with the local authority. It employs six staff, four of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The quality of provision at Layston Pre-School is good. It meets the needs of the early years children well. They make good progress in their learning because staff use practical teaching methods. Children are kept safe due to the fact that welfare requirements are met fully. Children from all backgrounds and abilities are included well in all learning activities because the pre-school is led effectively. As a result of effective management the pre-school has made considerable improvements since the last inspection and its capacity to improve in the future is good.

What steps need to be taken to improve provision further?

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

- enhance the ways staff monitor children's involvement in key activities
- improve resources to develop children's physical skills in outside learning areas

The leadership and management of the early years provision

A good management team is keen to improve the pre-school. The manager and staff regularly evaluate the way the pre-school is run and what it offers. Their self-evaluation is accurate and they take appropriate action to remedy any perceived weaknesses in provision. Staff successfully update their knowledge by going on training courses and gaining relevant qualifications. For example, systems to assess children have been improved significantly as a result of staff undertaking further training.

Another considerable improvement since the last inspection includes the fact that staff spend more time engaging with children. Nevertheless, staff do not always monitor children's involvement in activities. This means that occasionally a child may not develop fully the key skills planned for that session.

Effective policies are in place to ensure children's welfare and as a result, children are safeguarded well. A good partnership with the primary school ensures that information on children is shared thoughtfully. The leadership works outstandingly well with parents. Staff are always available at the beginning and end of sessions and they work with parents extremely well to explain how children can improve their work. All the parents spoken to said that their concerns are acted on very astutely by staff.

The quality and standards of the early years provision

Children achieve well because they receive good teaching. They develop their basic skills effectively due to the fact that staff have high expectations of them.

Children's creative development is promoted well. For example, they are taught how to create beautiful pictures of Noah's Ark using paint. They learn the words to songs quickly and sing in tune due to good levels of staff expertise such as when they sing 'Incy Wincy Spider'. Children develop their reading skills successfully as a result of staff using a systematic approach to the teaching of letter sounds. They learn to write and draw well because resources are used wisely. Staff incorporate satisfactory opportunities to develop children's understanding of numeracy such as encouraging them to recognise basic numbers. They develop their physical skills satisfactorily but resources to promote this area of learning are rather basic and do not look inviting because they have been left out in the open for a long time. Children learn effectively about our world such as when they plant seeds and water them. Activities are planned well for each week and a good range of resources are made available to children. Staff assess children carefully and use developmental guidance successfully to record their attainment.

Children's welfare is of great importance to all staff. The children happily go to any member of staff. They are well cared for whether they are in the classrooms or in the outside areas. Children are kept safe in lots of ways due to the effective use of policies. The children's personal development is good because staff care for their needs diligently. Children's enjoyment is extremely evident when you watch them taking part in all the interesting activities planned for them. They thoroughly enjoy learning about different materials. For example, they learn about how water can turn wheels due to resources being used astutely. Children behave very well because staff manage them carefully. All the children spoken to said they felt safe. Occasional accidents are handled well because staff update their first aid training regularly. Children handle equipment thoughtfully, look after others and keep themselves safe because staff guide them attentively.

Children contribution to the community is outstanding. They donate to others very successfully including giving toys to a local hospital at Christmas. Children have an excellent understanding of others' beliefs and cultures because festivals are

studied carefully. For instance, they learnt in depth about Indian dances and stories about Rama and Sita in connection with a topic on Diwali. Children have an excellent understanding of how to move about the building and walk to the playground safely. The children learn to share at snack time as they sit at a table together, supervised by staff. They learn to take turns successfully because staff talk to them and guide them carefully. The children learn effectively about how to eat healthily and every day most like to eat fruit or vegetables at snack time. Drinks are freely available throughout the session. Children learn to be independent as, for part of the session, they can choose which activities they do. Their well-developed social skills and successfully promoted key skills effectively prepare them for the next stage of 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?	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?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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