

Shobdon Arches Pre-School

Inspection report for early years provision

Unique reference number EY391471
Inspection date 17/09/2009
Inspector Deborah Ball

Setting address Shobdon Village Hall, Shobdon, LEOMINSTER,
Herefordshire, HR6 9LX
Telephone number 01568 708 386
Email aliandy@mypostoffice.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Shobdon Arches Pre-School registered in 2009. It operates from the village hall in Shobdon, Herefordshire. Children have access to an enclosed outdoor play area. The pre-school is open each Tuesday from 9am to 3pm, Wednesday from 9am to 3pm and Thursday from 9am to 12pm during school term times. The setting serves both local and surrounding areas.

The pre-school is registered on the Early Years Register. A maximum of 18 children may attend the pre-school at any one time. There are currently four children aged from two to under five years on roll. The pre-school has procedures to support children with special educational needs and/or disabilities and strategies to support children with English as an additional language. The provision maintains close links with the local school and has links with other Early Years Foundation Stage (EYFS) providers. The pre-school is in receipt of funding for early education.

The pre-school employs four members of staff, all of whom hold appropriate early years qualifications. One member of staff holds a Foundation Degree in Early Years and is working towards Early Years Professional Status and a BA Hons. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers an inclusive environment where children settle to be secure and happy. Children make good progress in their learning and development as they enjoy being with the attentive, caring staff who observe them closely to be well aware of their individual needs and interests. The hall is well organised to enable children to choose from a range of attractive resources and they actively engage in interesting activities in a daily period of outdoor play. Staff endeavour to work in close partnership with other agencies and providers and have strong links with parents and carers so that children's learning and welfare needs are effectively met. All of the required policies are in place and are effective in practice to ensure the safe and efficient operation of the provision in safeguarding children. There is a very strong commitment to continuous improvement with the supervisor who is highly reflective in involving everyone in identifying areas to develop in order to further enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the process of evaluating the quality of the provision and its impact on outcomes for children
- extend the system of observational assessment to show more clearly how individual children's next steps in learning are linked into the future planning.

The effectiveness of leadership and management of the early years provision

The pre-school is well organised to ensure the safety of children. It is effective in helping children to feel safe so that they settle and learn in a welcoming atmosphere that focuses on individual children and their families. Safeguarding children is prioritised, for example, the procedures for the recruitment and selection of staff are robust, ensuring that children are cared for by adults who are suitable, having been carefully selected and vetted. Children are well safeguarded and staff receive training in child protection, so that any welfare concerns may be identified and responded to appropriately. The pre-school takes effective steps to ensure that children are safe indoors and out, and that furniture, equipment and toys are suitable, very clean and safe. All records required for safe and efficient management to meet all children's needs are well maintained and reflect current legislation. These include detailed risk assessments that are regularly reviewed with effective action taken to reduce hazards, for example, when children go on outings into the local community.

Staff actively promote equality of opportunity so that all children make good progress in their learning and development. Children's family backgrounds are valued and staff sensitively promote their understanding of differences. Children are well supported to contribute to the life of the community, for example, by joining the school in visiting the 'Museum on the Move' and having a stall at the village fete. Each child is actively supported by key persons and parents welcome the detailed account of their child's day. The pre-school uses and manages its available resources effectively to meet needs of children so they make good progress in relation to their starting points. For example, children can reach a good variety of equipment for themselves, while other equipment, such as interesting fine motor equipment, is rotated to enhance their experiences. Children are given good explanations to understand the role of the school's recycling service and the pre-school is committed to sustaining available resources, for example, by using natural materials and recycling packaging for modelling. Staff are effectively deployed to support individuals and groups of children. Their professional development has good impact on plans to further improve the provision, for example, through further proposed development of the outdoor area.

Management effectively share their high ambitions for the pre-school and successfully implement improvements to provide good quality care and education. These arise through continuous evaluation that includes the views of professional advisors, staff, parents and children. Recent improvements include the development of a den and a sound wall in the outdoor learning environment. The formal process of recording the self-evaluation is still in progress although the supervisor is aware of this being a live document that will change and expand as the practice continues.

The pre-school fosters good communication with parents and carers to effectively enable them to support and make decisions about their own children's learning and well-being. Parents receive detailed information about the pre-school in their initial

parent pack and then through newsletters. In addition, the supervisor is planning to hold some information evenings for parents around topics such as The Early Years Foundation Stage and Safeguarding children. Each child is valued and highly respected as an individual. Procedures for identifying and meeting any children's special educational needs and/or disabilities are in place and demonstrate how important liaison with the relevant agencies is in ensuring that all children are supported in reaching their full potential. Partnerships with supporting services and plans to extend contact with other providers promote progression and continuity of development and care for the children attending.

The quality and standards of the early years provision and outcomes for children

The children settle, gain confidence and make friends as staff go to great lengths to ensure they are well supported in their transition from home to the pre-school. The adults are good role models, which the children emulate, making for a harmonious atmosphere. The environment is very child friendly with play spaces thoughtfully set out for their convenience. For example, the toys, craft items and books are stored to enable children to self-select resources of their choice. All children make good progress in their learning and development because staff have a very good knowledge of the EYFS and understand the breadth of learning that children get from different activities. Good quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Staff observe and assess children's progress in all areas of learning and identify their next steps in learning. Following recent training in effective observation and planning, staff intend to record more clearly the link between their observations and the weekly planning so that they can demonstrate how all children's learning needs are taken into account. The staff have recently started to compile individual records and learning journeys for each child as a record of their development and their time in the pre-school.

The children have the advantage of accessing an interesting range of toys, indoors and in the outdoor play area. These enhance their physical fitness and further self-esteem, as they act out stories, such as 'Goldilocks and the Three Bears' and fetch toys with increasing confidence to add to small world scenes. Children delight in the wonderful outdoor area, donning wet play clothing eager to engage wholly in water play. Great delight is to be had when creating the large puddle in the tray and then using wheeled toys to transport the water to the den and create their marks and patterns on the slabs. Children enjoy making musical instruments for the outdoor sound wall and they take their caring roles very seriously as they tend to their vegetables, watering them copiously and checking their growth. They learn about the wider world around them when welcoming visitors and experience different situations when they join with the school in visiting the 'Museum on the Move', running jelly races and taking part in their skipping day and going further afield to the village shops. Children are very interested, motivated and involved in their play. They use their initiative well, for example, suggesting that displayed resources belong to a toy shop. Adults skilfully interact and use good teaching methods, including frequent use of open questions, including 'how will you', 'what would happen' that effectively challenge children to think. The children build

models of their choice and paint pictures that are sensitively displayed. Children are challenged in their learning as they explore letters, numbers and shapes. Staff take opportunities to engage children in conversation about their work, for example, describing how they made porridge for their snack. They are encouraged to enjoy books and often join in with familiar parts of stories. There are many opportunities for children to explore mark-making and to express their own ideas using creative materials. The children demonstrate their skills to count in everyday situations and solve problems they set themselves, such as filling a trailer to carry soil to the den. Children's understanding of diversity, similarities and differences are promoted by activities such as the celebration of festivals and special events. In addition, they access equipment that represents a variety of cultures and people with disabilities such as books, puzzles and small world toys. Children gain skills by using a range of technology to promote their learning. This includes taking digital photographs for their individual records and the pre-school's slide show that enhances their recall skills.

Children feel safe and effectively develop their understanding of issues relating to safety. They regularly practise leaving the building in an emergency and understand simple rules, such as not running inside the building. Children begin to take small risks in controlled circumstances as they learn how to carry scissors safely and negotiate the grassed bank in the outdoor area. Good precautions are taken to ensure children remain healthy and free from cross-infection whilst at the pre-school. The premises and equipment are very clean due to the regular routines in place. Children learn about the importance of healthy lifestyles by adopting good personal hygiene and making good use of the garden for outdoor play and activities. A choice of nutritious snack foods is offered and children are encouraged to taste exotic fruits that are less familiar, such as pineapples and blueberries. Lunches are social occasions enabling the adults to further the children's vocabulary and for them to learn about table etiquette. Children are polite and behave well, telling others that they should share. They are highly prepared for the future, including transition from the pre-school to school, through developed learning, self-care skills and confidence to take responsibilities.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

