

Jacdor Community Pre-School

Inspection report for early years provision

Unique reference number	253494
Inspection date	08/07/2009
Inspector	Sharon Waterfall
Setting address	The Mobile Unit, School Lane, Coningsby, Lincoln, LN4 4SJ
Telephone number	01526344286
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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

Jaccor Community Pre-school is a committee run group which opened in 1976. It operates from a mobile unit, within the centre of the village of Coningsby, serving the local and wider communities. The group has access to two playrooms, toilets and an enclosed outdoor play area.

The pre-school is registered to provide 32 places for children aged between two and five years. Children may attend from two and a half years. There are currently 78 children on roll, of which 58 children receive funding. Children attend a variety of sessions each week. The pre-school opens five days a week during term-time. Sessions are Monday to Friday 09.00 to 11.30 and Monday to Thursday 12.30 to 15.00.

Children are cared for by nine staff all of whom hold childcare qualifications. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children participate in a variety of interesting activities that help them make good progress towards the early learning goals. Staff are warm and welcoming, and create a friendly atmosphere for children's play and learning. Key workers know their children well and provide an environment where all children are welcomed and respected. They identify children's learning needs and observe and monitor their progress. The setting is continually improving outcomes for children through systems of self-evaluation and support from advisory agencies.

What steps need to be taken to improve provision further?

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

- ensure regular evacuation drills are carried out with a clearly defined procedure
- extend children's creativity by enabling them to demonstrate their own representations and originality through a wide range of media and materials.

The leadership and management of the early years provision

Children benefit from the sound partnership with parents as information is gained regarding their care needs and these are respected and accommodated. The setting's policies and procedures are available for parents to view, ensuring they are aware of how the provision operates. Staff take time to verbally feedback to parents each day about how a child has been and methods such as activity notices

and annual open evenings provide opportunities to discuss children's progress. The pre-school has begun to build links with other settings the children will attend such as local primary schools, to improve continuity in individuals' learning. The nursery promotes inclusion through activities and resources that reflect different cultures and backgrounds in a positive light. Staff have a positive attitude towards self-improvement taking advice from relevant professionals and include feedback from parents' questionnaires. Through discussion, staff demonstrate their ideas and commitment to continually improving the setting such as plans for the development of the outdoor play area. The manager is willing to act upon parents' suggestions for improvement, for example, by making the entering of each session easier by removing equipment and opening further doors to the cloakroom area.

All policies, procedures and the required documentation are in place for the effective running of the provision, though at times relevant details are not recorded. Children are cared for by suitable and appropriately qualified adults. There is a sound recruitment and induction procedure complemented with regular staff appraisals. These are being used to identify further training needs of staff to develop their professional practice and improve the outcomes for children. The staff team work well together and the manager deploys staff to meet the needs of the children.

Children play in a generally safe environment because written risk assessments are in place and good steps have been taken to minimise any identified risks. However, the fire assembly point has been effected by outdoor renovations, the staff and children have continued to discuss and practise how to line up in case of a fire but have not completed the process by identifying a safe alternative place to assemble. This impacts of the effectiveness of the overall procedure. A current topic on safety ensures children are made aware of dangers and how to keep themselves safe such as road safety procedures and staying within sight and hearing of a responsible adult. Staff have an appropriate knowledge of child protection issues and of the procedures to follow if concerned about the welfare of a child.

The quality and standards of the early years provision

Children are settled and happy in the pre-school and play in a bright and stimulating environment that is child-orientated. Children make good progress in their development as they access a wide range of interesting activities and resources that are stored at low-level. This encourages their independence and confidence. Staff observe children during play, make written notes and take photographs of the children engaged in activities. These demonstrate children's achievements and show what children know, understand and can do and contribute to the identification of children's next steps. Key persons share information at planning meetings, including children's current interests which provides opportunities to plan challenging and purposeful experiences for each child.

Children are keen to engage in the activities, both initiating their own play and participating in adult-led activities, including the computer, sand play and looking

at books. Children sit and concentrate when appropriate, including during story time. They are offered choices and make decisions about what they do, for example, easily accessible equipment is stored on open shelves and tables are left for children to use independently. They confidently and happily help themselves to dough and construction equipment and use their imaginative thinking to make their own games within the role play area. They play very well together, sharing resources and engaging each other in conversations. The use of printed templates does not encourage children to design their own representations of the world and create using their imaginations. They can access paint each session but the colours are limiting, hindering children's ability to fully explore the use of colour and develop detailed pictures.

Children are learning about the natural world as they explore how to care for the environment through a recycling project, learn about life cycles as they hatch out chicks and then care for them, ensure the pet African snail is fed, clean and watered and take time to talk to her. The children have written their own postcards and go on walks to post them locally. The children visit the local school often which supports their transition as they become familiar with the environment and staff. They are keen to use the nursery computer and use the mouse with increasing skill to move objects around the screen to match pictures. They are familiar with early counting, when counting down in number songs and how many children are present. They have measured and compared the heights of all of the children, problem solving 'who is the tallest' and 'who is the smallest'.

Children's behaviour is good. Adults are good role models to them and are consistent in their approach to managing children's behaviour. Children become confident in knowing right from wrong and learn to respect one another. The staff use a number of effective strategies to help promote children's confidence, for example, praising children regularly and being consistent in their expectations for them. Children develop their awareness of healthy eating through the snacks of fresh fruit daily, which encourages them to learn about the importance of a balanced and healthy diet. Children play outside regularly each day, get fresh air and are encouraged to develop their physical skills. They enthusiastically use sit-on equipment, climbing frame, slides and balancing beams.

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: Met

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