

Eynsham Pre-School

Inspection report for early years provision

Unique reference number 134436
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Inspector David Shepherd

Setting address Eynsham Primary School, Beech Road, Eynsham, Witney,
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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

Eynsham Pre-School opened in 1976. It operates from a mobile room in the grounds of Eynsham Community Primary School. There is an outside area adjacent to the main room. Toilets, including facilities for the disabled, are just off the main room. The pre-school uses the school hall and field on occasions. Disabled access is via the external doors. The pre-school serves the local area and surrounding villages. There are currently 61 children aged two to five years on roll. This includes 27 children who are funded for nursery education. Children attend for a variety of sessions. The pre-school opens five days a week during school term times. Sessions are from 09:15 to 11:45 and from 13:00 to 15:30. There is also a daily lunch club from 11:45 to 13:00. Seven part-time staff work with the children who do not yet meet fully the most recent qualification levels overall. Some are undertaking further training to meet these. Very good links are maintained with the school, especially with the reception class. The pre-school is a registered charity and a member of the Pre-School Learning Alliance. The setting receives support from the local authority's adviser from the Early Years Development and Childcare Partnership. The pre-school is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. It meets children's individual learning and development needs well and their welfare needs satisfactorily. Relationships between staff and children are good and most children respond readily to what they are asked to do. A wide variety of interesting activities is provided that reflect all aspects of Early Years Foundation Stage provision. Links with parents are good. The manager and staff continually review their practice and their capacity to improve provision further is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure staff are appropriately qualified
- complete risk assessments for visits off-site
- encourage children to tidy up after playing with toys and equipment

The leadership and management of the early years provision

Using the guidance from the Pre-Learning Alliance, the manager and staff have developed a wide range of useful policies and established procedures that ensure the safe and efficient management of Early Years Foundation Stage provision. Children are supervised by staff who are seeking to be appropriately qualified overall. Two members of staff hold a level 3 qualification, with two further staff completing their level 3 qualification by the end of the year. These staff hold a

level 2 qualification. This includes one staff member who has a level 3 qualification that has lapsed. Two further members of staff are due to complete their level 2 qualification by the end of the year. Three members of staff are currently unqualified.

Staff meet each day and discuss how well the children are responding to what is provided for them. They share their expertise with each other on these occasions and continually seek to improve provision further. They meet each week to plan activities for the following week. These sessions are valuable and effective in establishing provision inside and outside that is good. The manager has used national guidance on self-review well and has included some useful development points for improvement. These include points, such as 'source training for unqualified staff on promoting positive behaviour' and 'encourage greater parental involvement during sessions'. However, aspects of provision for welfare have not been identified as in need of improvement. The overall quality of self-evaluation indicates that the capacity to make improvements is good.

Staff are deployed well. Each acts as a key worker for small groups of children. Key workers know their children well and assess and record the progress the children in their group are making under the six areas of learning using the most recent national criteria. Staff discuss children's progress with the school when the children transfer to the reception class.

Staff ensure that the children are safe. The premises are secure and risk assessments are carried out for the different types of activity in which the children are involved. Daily checks are made of equipment and toys in case any damage has occurred the previous day. However, formal risk assessments for visits off-site are not made. Parents are advised of the need to protect their children from the sun but these procedures do not take account of unexpected spells of hot sunshine throughout the day. Children are closely supervised at all times and this ensures they do not come to any harm.

All children are included in activities and are encouraged to do so by staff who keep an eye on what each child is doing. The needs of all children are met well.

Links with parents are good. Parents provide staff with details about the likes and dislikes of their child in a booklet, 'All About Me', upon registering at the pre-school. This provides staff with useful information to help children settle quickly. Parents are invited to an open day at the pre-school where they can work and play with their children. They have completed a questionnaire that indicates their satisfaction with the provision. The admission form includes all the information required, including parental permission for seeking medical treatment.

The recommendations from the previous inspection have been implemented effectively.

The quality and standards of the early years provision

Provision for children's learning and development needs is good. The learning environment is stimulating, interesting and varied. During the inspection, children were engaged in a variety of activities such as modelling with play dough, playing with small toys, working out puzzles and jigsaws and listening to stories. Evidence from around the room indicates that children learn to count using teddy bear numbers, role play in the well equipped 'Let's Pretend' house, follow stories from picture books, role play with a doll's house or fire station, learn about policemen during a visit by a police officer in a police car, and paint and make collages in the craft corner. Outside activities include playing on ride on toys and other small toys, sand and water play, digging and planting in the garden boats, playing in the play house, painting and playing football. Staff change the range and number of activities prepared each day, depending on the weather and children's wishes.

The balance and range of inside and outside activities are good. Outside activities take place each session with children being able to choose to go outside whenever they wish. Staff work closely with the children and ensure that they receive an enjoyable and challenging experience. Children have good opportunities to choose their own activities as well as being directed by staff at times to carry out tasks together, for instance, prepare for snack time or listen to a story. Provision is varied and this keeps the children interested and involved in what is on offer. It is also tailored to meet individual needs as key workers assess the progress in the six areas of learning that children for whom they are responsible are making.

Staff look after the welfare needs of children satisfactorily. The accommodation, furniture, equipment and toys are suitable, safe and in good condition. Risk assessments are carried out for activities in the room and outside. Daily checks are made of equipment and toys to make sure no damage has occurred to them during the session. However, risk assessments are not made for visits off-site. Good emphasis is placed on children washing their hands after going to the toilet and before having a snack. Children eat their healthy fruit and vegetable snacks sensibly and listen to stories intently. They have free access to drinking water at any time and also drink milk during their snack.

Children enjoy playing with toys, equipment and materials and behave well. They collect their name tags before having a snack. They count how many cups and plates are needed for their snack table. They walk around the room sensibly and consider other children and adults when carrying out their activities. They play well together, for instance, in the outside area, when climbing on the adventure frame, playing football or when engaged in role play in the playhouse. All this helps to keep them safe and free from unnecessary accidents. It makes them good early learners and helps them for the next stage in their schooling. However, during the inspection, children did not tidy up their toys after playing with them.

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?	3
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?	3
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?	3

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?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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