

Freeland Pre-school

Inspection report for early years provision

Unique reference number EY311737
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Inspector Aileen L King

Setting address Freeland Primary School, Parklands, Freeland, 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Freeland Preschool registered in August 2005, having moved premises and expanded its provision. It is a committee-run group which operates from a purpose-built room on the primary school site in the village of Freeland, Oxfordshire. There are links with the Early Years Foundation Stage in the school forming part of the Freeland Partnership Foundation Stage Unit. The preschool has toilet and nappy changing facilities, and shares a kitchen, office and the outdoor area with the school. The entrance to the preschool is on a level site with sloped access to the outdoor area.

The provision is registered to accept up to 20 children from two to under eight years, and currently has 40 children on roll. Of these, 24 are in receipt of funding. The preschool supports children who have learning difficulties and/or disabilities or speak English as a second language.

The preschool offers various sessions, with some children attending full time. Sessions include 'early bird' from 08.45 to 09.15, mornings from 09.15 to 11.45, a lunch club from 11.45 to 12.45, and an afternoon session from 12.45 until 15.15.

There are nine staff, including the supervisor and an administrator. Four staff have a Level 3 qualification, one of whom is working towards Early Years Professional Status, one staff member has a level 2 qualification and two others are working towards level 3. The group receives support from the local authority and is on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Freeland Preschool provides good quality care for the children in well organised and effectively managed premises. Children's needs are well considered and their learning is fostered and developed. The children are actively encouraged to be involved and participate in the full range of activities, with particularly good use of the outdoor provision. The good self-evaluation systems are being refined and demonstrate that there is good capacity to improve further.

What steps need to be taken to improve provision further?

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

- implement existing plans to audit the effectiveness of the provision to refine self-evaluation
- enhance the recording of children's achievement and progress by engaging parents and carers in the process

The leadership and management of the early years provision

Leadership and management are good, self evaluation is well developed with a clear view of what needs to be done and how effective provision can still be enhanced and refined. The whole-team approach and effort mean there is good capacity to improve and the impact of improvements is evident from the previous inspection. The recommendations made then have been tackled methodically and effectively. The supervisor is very aware of the effectiveness of what is offered and can articulate well how the provision is evaluated. There is no sense of complacency as the staff continue to strive to improve record keeping and have identified that involving parents and carers more in the process of sharing observations of what the children can do would be beneficial to learning. There is good use of the expertise amongst the staff to enhance the children's learning by using their specific skills. The good team work and support from staff aids continuing improvement of the provision. The self-evaluation provides a clear view of provision, although staff feel processes need to be refined and plans already exist to this end. The setting is well-resourced generally and plans exist to refurbish and enhance the already good-sized outdoor area. Forest school takes place weekly which also enhances the provision still further and this is very well-attended by the children. Staff deployment means the setting runs smoothly, especially at arrival times. There are policies and procedures in place to ensure the children and premises are secure. There is a close working relationship with the Early Years Foundation Stage in the school, with shared use of some of the premises and the outdoors, which ease the transition process for the children. The partnership with parents and carers is good. Parents speak positively about the preschool and how their children are helped to settle and enjoy their learning.

The quality and standards of the early years provision

The quality of the provision is good. Children learn and develop at a good pace, because of the good support they receive. They can attend the 'early bird' session in the morning where they can select from a range of activities. Good levels of interaction are evident as the children settle and engage in activities and chat as other children arrive. The children are all greeted warmly, sharing their experiences with staff and there is a quiet, yet welcoming atmosphere. The setting is calm, purposeful, happy and the staff are particularly good at promoting language and conversation. Music plays as the children come into the setting creating a pleasant background as parents settle their children. Any signs of anxiety from children are noted and treated sensitively as the children's welfare is valued within the preschool. Children develop their ideas, using the outdoor area, for example by building large three-dimensional models from recycled materials and using the bikes and push along toys, whilst being mindful of safety. They enjoy being involved in role-play indoors, the 'restaurant' proved to be particularly popular during the inspection with children taking on different characters. For example as the 'manager', and stating 'I am in charge of the restaurant' and later when using the barbeque asking 'Do you need any tomatoes?' Healthy eating and exercise are actively encouraged; the children bring fruit snacks to the pre-school and are encouraged to wash their hands before eating. Children's input and

behaviour are good and both combine to ensure they make a positive contribution to the life of the preschool. The staff participate well with the children in their play allowing them to develop their own ideas and also to offer suggestions to take the learning forward. Children's enjoyment in the range of activities is clear as they play musical instruments to accompany their rendition of the 'Bear Hunt', involve themselves fully in the story of 'Jack and the Beanstalk' and also sing enthusiastically to the 'Porridge Song'.

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