

Cranborne Pre-School

Inspection report for early years provision

Unique reference number 144281
Inspection date 15/09/2009
Inspector Marie Thompson

Setting address Cecil Memorial Hall, Cranborne, Dorset, BH21 5QB

Telephone number 01725 517439

Email

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).

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.

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

Cranborne Pre-School operates from the Cecil Memorial Hall and has been established in the village for over 20 years. The setting is located in the heart of Cranborne in Dorset. The setting serves the village of Cranborne, and the surrounding communities.

The pre-school is registered on the Early Years Register to care for 26 children in the early years age group at any one time and is currently caring for 22 children who attend. It is also registered on the compulsory and voluntary parts of the Childcare Register to care for older children but currently has no children on roll. The pre-school is open each weekday during term time, except Wednesdays, from 08:50 until 11:50 for 38 weeks of the year. All children share access to a secure, enclosed outdoor play area. The nursery supports children with special educational needs, and those for whom English is an additional language.

It is organised by an elected committee and employs five members of staff. Of these, all hold appropriate qualifications and three are working towards a qualification. The pre-school receives support and seeks advice from Dorset Sure Start and is visited regularly by the Early Years consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are made to feel extremely welcome by the friendly, dedicated staff; consequently, they are motivated learners and make very good progress within the Early Years Foundation Stage (EYFS). Staff are very well qualified and have very good knowledge of how children develop and learn. Their knowledge of the individuals in their care means that each child enjoys a very good range of valuable experiences that help them achieve their full potential. The well-organised documentation helps to ensure the efficient and smooth running of this setting. The partnership with parents and others is a key strength of the pre-school; consequently, children are supported and secure in the environment.

What steps need to be taken to improve provision further?

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

- continue recording children's learning journey to ensure all observations are used to inform planning.
- ensure all resources are efficiently and effectively used and managed

The effectiveness of leadership and management of the early years provision

Staff have a very good understanding of their responsibility in safeguarding children. They know and follow the procedures if they have any concerns about a child in their care. The security of the premises is excellent and procedures for arrival and departure ensure children are handed over safely to a known adult. Staff carry out regular risk assessments throughout the year, ensuring all areas, equipment and resources are safe.

Secure recruitment and induction procedures ensure adults are knowledgeable and suitable to work with children. Regular staff meetings, planning meetings and discussions allow staff the opportunity to contribute ideas that support the smooth and efficient running of the pre-school. Staff appraisals ensure ongoing suitability of all adults and help identify training needs. Staff can enrol on courses that lead to higher qualifications as well as courses on specific topics and staff are very proactive in doing so. The pre-school is very well organised by a staff team who are dedicated and enthusiastic. All required policies, procedures and documentation are in place and carefully maintained.

Staff are very positive about the inclusion of all children and work to ensure that children of all ages are provided with appropriate activities and experiences. They are active in the support of children with different needs, using different types of communication to ensure all children are included. Staff are effective in sharing all relevant records with the parents and daily information about activities and events which are sent home in the children's 'busy boxes'. The staff collectively make very effective use of self-evaluation and reflective practice to accurately identify the strengths and weaknesses in the pre-school and to develop action plans for the continuous improvement of the provision.

The daily routine is well organised to ensure resources and play areas, including the outdoors, is child centred. However, some resources, such as the computer and the puzzle table are not always used to the full potential. Innovative use of resources includes everyday items such as cardboard rolls, tape, string and plastic bottles that children use to construct various models. The effective deployment of staff ensures that all the children receive equal attention in small groups, large groups and individually.

The pre-school is next to Cranborne First School which many of the children at the pre-school will attend so there are extremely strong links between them. The reception teacher is on the pre-school committee and visits the children regularly, especially on transfer day. Children use the school play ground daily and attend the Christmas play and puppet shows at the school. They also attend Harvest Festival at the local church with the children from the school. Staff have liaised effectively with other professionals such as speech and physio therapists to ensure the individual needs of all the children are supported in the pre-school. Parents receive detailed information about all aspects of the provision. Regular newsletters keep parents informed of events and topics through which the children learn. Parents receive both formal and informal feedback regarding their children's

progress and through the effective use of their 'home and pre-school' sharing book. The pre-school operates a 'parents partnership - helper rota' which is well subscribed. Parents are welcomed into the pre-school to spend time with their children and help to support other children and the staff.

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

Children play in a stimulating environment where they are very happy, confident and emotionally secure because they are well cared for by a warm team of staff. Children are considerate, delightful and clearly cherish their time at pre-school where they make very good progress within the EYFS. They have access to a very good range of good quality resources that offer exciting learning experiences for every child.

Children confidently make choices about the activities they wish to pursue and staff are always on hand to give support where needed. Even the very youngest children soon become very independent. Children feel safe through cuddles, praise and reassurance, talking about being in the group, and having their own pegs. There are many opportunities for children to count and apply their mathematical knowledge. Staff involve children in practical mathematical activities, such as counting through the daily activities from singing to counting out how many children are in for the session.

Children enjoy a lovely range of activities which include; looking in the ambulance and talking to the paramedics; clay modelling; watching caterpillars build a cocoon and hatch into butterflies; and looking for and at mini beasts. All children have a super time experimenting with 'large art'. They draw around their feet on a piece of paper in the courtyard, make boats with large boxes and exploring properties of paint with their feet. There is an excellent balance of adult-led and child-initiated activities that support learning across all areas. Children play in a print rich environment and have many opportunities to practise their own writing. They love listening to well read stories and staff encourage them to join in the well known repetitive parts of the stories. Staff regularly use puppets as a visual reinforcement of the story to enhance children's learning and enjoyment. Children really have fun singing songs together such as 'Five Current Buns' and 'Hickory, Dickory Dock' which they actively take part in by using hand puppets or being 'the clock'. Children learn about the wider world through stories such as 'Handa's Surprise', walks and connections in the local community and additional resources from DEED (Promoting global education in Dorset). Children enjoy cooking activities and have made cakes, pizza and porridge which linked into their story of 'The Three Little Pigs'. In the courtyard children help to dig and plant the tomatoes, carrots, onions and a pumpkin which they are waiting to grow.

Interaction is excellent and staff spend their time focussed on children's enjoyment and achievement. Staff use the children's 'All about me' booklets and consultation with the parents to establish their starting points. They use observations and assessments to identify achievements and the children's next steps in learning. They have started using this information to plan activities that cater for individuals.

The written plans are used as working documents and are added to according to children's preferences and achievements. The use of open-ended questions and staff's ability to model thinking ensures all children make very good progress and develop a positive attitude to learning. Children's skills for the future are developed through the encouragement of independence, helping to tidy up and to care for their environment by recycling materials.

Children behave very well because the staff reinforce the pre-school 'golden rules' which includes using their 'kind hands and feet' so that no-one gets hurt and all the children know what is expected of them. The pre-school has a behaviour management coordinator who attends training and cascades the information to the staff to ensure that all staff are following the same procedures and methods to manage children's behaviour. Children can receive stickers and certificates for good work, being helpful and in the foyer there is a 'kindness tree' which the children are awarded a leaf to stick on the tree for good deeds. Staff use 'Jack' the puppet as a learning resource to reinforce positive behaviour, to talk about feelings and to act out conflict resolution scenarios to help the children learn about being kind to others. Children are learning and talking about 'My Best Friends' to encourage them to express their thoughts and feelings.

Children's specific health, dietary needs and allergies are vigilantly regarded. Healthy snacks are enjoyed by all children and they are able to access their water bottles with their name on throughout the session. Children are learning about 'what keeps us healthy' through their topic work. This includes talking about brushing hair and teeth, using sun cream in the summer and taking regular exercise as part of a healthy lifestyle. Children have daily access to the courtyard at the pre-school and the school playground. They have great fun doing warm-up exercises such as star jumps, dancing and running on the spot before they enjoy whizzing around on the scooters and bikes. They explore the areas around them and collect leaves and bugs in pots which they examine through magnifying glasses. Children have planted flowers in the courtyard and vegetables which they pick for snack time, and often make their own sandwiches.

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

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