

Ducklington Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Ducklington Pre-School is run by a parent management committee and has been in operation for approximately 32 years. It operates from a community hall in a village near Witney. All children share access to a secure enclosed outdoor play area. The provider is on the Early Years Register. The pre-school is open five days a week from 9.00am until 11.45am during school term times.

The group is registered to provide care for a maximum of 26 children from two years to the end of the early years age group. There are currently 38 children aged from two years to the end of the early years age group on roll. Children attend from the village and surrounding areas. The nursery currently supports a number of children with special educational needs and/or disabilities. They have no children who speak English as an additional language.

The nursery employs five members of staff. Of these, two hold appropriate early years qualifications and one is working towards a level 2 childcare qualification. The staff are supported by parents on rota duty. Partnership arrangements with other early years settings are with Ducklington Primary School, Kindergarten and Stepping Stones day nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in all areas of learning and development. They are happy, content, confident and feel safe in the environment. Staff have a clear understanding and knowledge regarding the Early Years Foundation Stage and consequently are able to recognise and meet children's individual needs well. Detailed action plans have been put in place and this self-evaluation process is effective in identifying areas for improvement. This demonstrates a commitment to driving improvement in the setting. An effective partnership with parents means that they are involved in their child's care and have detailed information shared with them.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- keep written records of all medicines administered to children and inform parents (Safeguarding and promoting children's welfare) 17/12/2009

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

- develop the links between sensitive observational assessments and planning

of activities that include children's interests, so all adults are able to offer support and extension to children's learning and continue to meet all their individual needs

- improve systems for partnership working to share information with other providers who also provide care for children in the setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively with robust risk assessments in place which cover all areas of the environment and any outings that may be taken. Staff are particularly vigilant when children arrive and leave the premises. A member of staff stands by the door greets children as they arrive, the door is then locked when all children are present. When children are collected a member of staff stands by the door to call the children when their parent is present. Staff help children keep themselves safe by careful explanations and the consequences of actions. For example, if they run they may fall or slip and hurt themselves and if they touch the Christmas tree lights they may get burnt. Regular fire drills are practised and detailed records kept. Staff have a clear knowledge and understanding about the procedures to follow in the event of having any concerns about children in their care. Detailed accident records are kept and shared with parents'. However, records are not kept of any medication administered to children and shared with parents, although written parental permission to administer any medication is obtained.

Staff have a clear understanding regarding how to include all children and offer good support to children who attend with special educational needs and/or disabilities. They understand the children's needs well and work hard with parents to meet these needs. Staff demonstrate a satisfactory awareness regarding how they would support children, should they attend, who have English as an additional language. Positive images decorate the walls in the form of maps, posters and words from different cultures and countries. Staff have carefully collected items from different countries which children are able to explore and investigate. Resources are easily accessible and in good condition and reflect the diversity in the community. Staff have identified that equality and diversity is an area they need to improve and have started to make good progress to achieve their goals. Links with other early years settings are in their infancy and staff realise the importance of developing these links. There is a good partnership with parents and detailed information is shared with them regularly. Parents spoken to commented on how happy they are with the care provided, the approachability of staff and good quality of information shared with them. A notice board is used to share relevant current information with parents and they have easy access to detailed policies and procedures. Staff share information about children's progress when parents collect them. All parents are aware of who their child's key person is. Staff have produced a clear folder which details what parents should do when on rota duty, parents commented on how useful this is.

The staff and committee are involved in the self-evaluation process and a detailed action plan has been devised to ensure improvement. Recommendations from the

last inspection have been addressed well and changes made where required. This demonstrates a clear commitment to driving improvement and change in the setting. Regular staff meetings, staff appraisals and regular discussions between the staff ensure they work well together as a team and strive to provide good quality childcare and a safe, caring environment where children can have fun and learn.

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

Staff welcome children into a warm, friendly environment where they settle quickly and enjoy their play. The staff have a good understanding and knowledge of the Early Years Foundation Stage and complete detailed observational assessments on the children. However, staff are not linking these to the planning of activities and including children's interests to help provide support and extension for those who require it. The key person system works well and staff have ensured there is a second key person for each child in the event of their main carer being absent. Children relate well to their key person and are comforted by them when required. For example, a child became upset towards the end of a session and her key person was outside, so she came in to reassure the child. Children are recognised as unique and individual and their individual needs are met well. Children feel safe at the setting and have a sense of belonging. They take pride in their work and enjoy showing others what they have completed. Displays of their work adorn the walls around the environment.

Children have good opportunities to explore and investigate through a lovely range of resources put out by the staff. Care is taken to ensure that all areas of learning are covered during the sessions. Children were observed having a lovely time with natural resources such as pine cones, leaves, shells, potatoes and exploring different textures through craft activities. Children designed their own pictures with many of these items, they stick and create with little help from staff. Children confidently use scissors, hole punches, paper clips, pens, paper and telephones. The staff created an office for the children and they thoroughly enjoyed this activity. Children made their own letters and posted them in the post box. They enjoyed mark making and had easy access to all the necessary items they required. Children enjoy looking at books alone and together, two children were observed having a lovely time 'reading' to each other. The book corner is cosy and inviting to use, many children were observed using this area. Children can easily access musical instruments and were observed enjoying playing triangles, drums, keyboards and tambourines. Children understand about numbers, shapes and letters. They are confident in their counting skills. Through open questions from staff they are beginning to understand about basic mathematical language such as 'how many, take away, how many left'. Children are developing skills for the future, they make friends and interact well together as they play. They were observed having a lovely time in the home corner 'cooking and ironing', dressing up and developing their role play. Children work together and alone; they share, take turns, are well behaved and understand the rules of the setting.

Children have good opportunities to develop their physical skills and are beginning

to learn about healthy lifestyles. Children have free flow to the outside area where they may use bikes, balls, sand, water play, magnifying glasses for looking at bugs and painting. Children get their own coats and are able to wander freely between inside and outside. Staff supervise children well outside and have good interaction with them. Children are encouraged to take turns and an egg timer is used to ensure children all have a go on the bikes. The outside area is decorated with cards hung from the railings with letters, numbers, shapes and children's names on. Children are beginning to learn about why they need to wash their hands before eating and use paper hand towels to prevent the spread of infection. Children are developing their independence through being able to pour their own drinks and select their food at snack time. They sit well and chat with each other and the member of staff who is supervising the snack café. Children have access to drinking water throughout the session and were seen helping themselves from the covered jug in the room.

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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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
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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

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