

All Cannings Pre-School

Inspection report for early years provision

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Inspector	Catherine Louise Sample

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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

All Cannings Pre-School opened in 1974 and operates from the easily accessible Village Hall in All Cannings, near Devizes. There is a fully enclosed outside play area. The pre-school is open from Monday to Friday 9.15am to 12.45pm during term time.

The pre-school is registered on the Early Years Register to care for a total of 17 children in the early years age group at any one time. There are currently 12 children on roll. Of these, eight children receive funding for early education. The pre-school welcomes children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four members of staff. Of these, two hold appropriate qualifications and one is booked to start a relevant training course.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in this welcoming and supportive setting. Staff work in liaison with parents and other agencies to ensure that children's unique needs are fully recognised and met. They are committed to ensuring that all children can take part in all activities and reach their full individual potential. They monitor and evaluate the provision and share a commitment to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the programme of continuing professional development
- further develop ongoing dialogue with parents to allow them to contribute fully to the assessment process.

The effectiveness of leadership and management of the early years provision

Children benefit from the effective management of the setting. Staff are well deployed and regular meetings allow them to be fully involved in planning and monitoring. High adult:child ratios ensure children are well supported. Staff attend a wide variety of training and two have appropriate qualifications while one is booked to start a relevant early years qualification. The deputy has nearly completed a level 3 qualification to enable her to fully deputise for the manager. Staff performance is monitored appropriately although there are currently no opportunities for systems, such as peer review, which could enhance staff development. Resources are well organised. The pre-school has shared use of the

premises and have to put everything away at the end of the session. Despite this, a wide range of toys and equipment is set out every day to provide a stimulating learning environment. A comprehensive selection of toys is easily accessible to children and they can also identify toys they want to play with from a choosing board. The pre-school has a positive approach to sustainability. Resources, such as cardboard boxes, are used for role play and for furnishings and the supervisor has made her own laminated number cards. Staff make full risk assessments for the premises and for outings and also make daily safety checks to ensure children's safety. They have a sound understanding of child protection issues and robust recruitment procedures ensure that all staff are suitable to work with children. Staff evaluate the provision through regular discussion and by using an external evaluation scheme and this allows them to prioritise areas for development.

Children benefit from the close working relationship between the staff, parents and other providers. Parents are kept well-informed about the provision and what their children are learning through discussion, newsletters and notice boards. Staff liaise with other providers, such as childminders, to ensure a shared approach to children's care and learning. They also work closely with the local school to ensure that children are well prepared for transferring there. These measures ensure that relevant information about all children is shared effectively and this is particularly important where children have special educational needs and/or disabilities. Children who have different cultural backgrounds are welcomed and acknowledged as staff plan activities to help children find out about different ways of life. These have included visits from parents with different cultural backgrounds and activities to help children learn what it is like to live on a boat. They are also learning about disability as they have a visit from a hearing dog and think about how they could communicate if they were not able to speak.

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

Children are learning about how to stay safe through positive measures. In addition to providing a safe and secure environment, staff talk to children about using their 'thinking brains' to keep safe and remind them to think about the grass being slippery when they go out. They are also reminded of safety rules, such as only touching the items in the manager's special box when she is present. They are encouraged to take supervised risks to develop their personal awareness of safety and to test their own abilities. Children are learning about healthy lifestyles. They have healthy snacks every day and regularly go to the local shop to buy nutritious food. They discuss what foods are good for them and how milk makes their bones strong. They follow hygienic hand washing procedures and know why they need to wash their hands after using the toilet and before eating. Children are well-behaved and able to take turns and share. Staff manage children's behaviour by emphasizing the positive and children are encouraged to resolve any disagreements by themselves by thinking about the effect of their actions on other people.

Children have good self-esteem and talk openly about their feelings. They are proud of what they can do and are developing many independent skills, such as

tidying away the toys and pouring their own drinks. They are eager to learn and have excellent opportunities to solve problems. Staff ask questions to help children think, such as whether they have the right length of straw and how many plates they need at snack time. Children count the number of children and adults present and use number language in their play. Their communication skills are encouraged as staff chat to them about all sorts of topics and children talk about what they are doing. They enjoy imaginative story time sessions accompanied by music and have good opportunities to use mark making materials. They have free access to art and craft materials with which to experiment and enjoy smelling different fragranced oils. They regularly use the computer and other electronic items, such as the digital camera. They frequently use resources that promote diversity such as dolls, puzzles, books, posters and displays. This helps them to learn about the wider society.

Staff demonstrate a good understanding of each child's needs and interests. They make ongoing observations of children's progress and record these in learning journey scrapbooks, along with photographic evidence and examples of children's work. Children play an active role in completing their learning journeys as they cut out photos and stick them in. Parents contribute 'wow' moments of children's achievements at home as the learning journeys are sent home regularly. Staff use the learning journeys to identify each child's next steps and this information, along with children's current interests, informs planning.

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

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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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