

# Curdworth Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	200565
<b>Inspection date</b>	10/03/2010
<b>Inspector</b>	Jennifer Turner
<b>Setting address</b>	St Nicholas Church Hall, Glebe Fields, Curdworth, Sutton Coldfield, West Midlands, B76 9ES
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<b>Email</b>	
<b>Type of setting</b>	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**

Curdworth Pre-School was registered in 1993. It operates from the church hall of Saint Nicholas Church, Curdworth and serves the local and surrounding areas. The setting is open term-time only, from Monday to Friday 9.30am until 12.00pm and a lunch club until 12.30pm.

The setting is registered to care for 24 children at any one time. There are currently 21 children on roll who attend for a variety of sessions. Of these, 17 children receive funding for nursery education. The setting is registered by Ofsted on the Early Years Register.

There are four staff who work with the children; of these, three hold relevant Level 3 early years qualifications. The setting receives support from the local authority and holds a Pre-School Learning Alliance accreditation.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children receive a significantly good level of care and education that supports and promotes their overall development. Management have successfully assessed their setting using comments from staff, parents and children to consistently improve their provision in order to provide increased outcomes for all children. Supportive partnerships with parents actively fosters inclusive practice, with close links with other providers of the Early Years Foundation stage that provides continuity of care. Children are developing well across the early learning goals as staff skilfully deliver the curriculum based on individual children's interests, supported by some background information gathered from parents.

## **What steps need to be taken to improve provision further?**

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

- ensure the risk assessment include details about who carried out the checks
- update children's records to include who has parental responsibility
- develop further the planning to ensure the learning intention of activities is clear, to help fully exploit the learning potential of activities.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is a priority for the setting as they follow robust systems to ensure the safety of all children. Staff have a good understanding of the signs and symptoms of abuse and know how to report any concerns they have about children's welfare. Secure recruitment and induction procedures are implemented, along with regular checks to ascertain staffs on going suitability. Regular risk

assessments cover all areas of the building including all outings, with staff carrying out daily checks that encourage children to become aware of possible hazards and ways in which they can keep themselves safe, although the records omits details of who carried out the checks.

Documentation is well organised, with the majority of information gained from parents, however, details of those parents or carers with parental responsibility is yet to be sought. Parents have access to all written policies and procedures, which are readily available for them to access. Daily discussions, journals and information boards offer parents an insight into how their children are settling in. Links with other providers that deliver the Early Years Foundation Stage have enabled staff to receive support from a qualified teacher based at the local school and to provide support for those children who are transferring to school and they complete transfer reports for each child. The staff have a good understanding of issues concerning equality which are intrinsic to everyday practice. The pre-school work closely with the special educational needs coordinator to ensure those children with specific needs are catered for whilst supporting staff in their current practice as all have an up-to-date understanding of inclusion.

Adults' good knowledge of the learning and development and welfare requirements and the Early Years Foundation Stage Practice Guidance helps promote children's learning and development. Staff provide an interesting, well equipped and welcoming environment where children are consulted about the resources they would like out for the following day. All adults are deployed well to support children's learning and welfare. Activities are planned to ensure children are suitably challenged and based upon accurate observations and assessment but on occasions the learning intention of activities is not always clear and the experience not fully exploited. The pre-school builds good foundations for future success in the care and education of children. They employ a whole setting approach and work collaboratively as a team and actively sought the views of parents. They recognise the value of continuous quality improvement through self-evaluation and informed discussions to identify the strengths and priorities for development that will continue to improve the quality of provision for all children. They have taken exceptional steps to seek support to raise funds to develop the provision and particularly the outdoor area. The setting provides good quality care and education by bringing into the setting information staff have learnt through attending training, regular visits from early years advisory teacher, cluster group meetings, all of which helps towards the ongoing improvement of the setting.

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

Children are welcomed into a learning environment that encourages a positive attitude to learning through providing a stimulating range of experiences. Competent, qualified and experienced staff work well together to support the children's learning through providing a wide range of interesting activities. Children's personal, social and emotional development is fostered well as staff encourage them to lead their own learning and to instigate their own play. All children develop close and secure relationships which are warm and caring.

Children are well settled and confident within their environment and enjoy the routines. Children develop a positive sense of themselves and others and easily express their ideas and feelings as they talk about being happy or sad. Children increase their self-help skills as they learn to do things for themselves and show a good awareness of responsibility within the setting, as they quickly help tidy up and learn to take care of the environment.

Children's communication language and literacy is supported well. Children spontaneously interact with adults, who engage them well in conversation and promote their language and communication skills well. Children benefit from time to develop spoken language through sharing conversations both one-to-one and in small groups during circle time. They talk about events in their lives and about things that interest them. A wide selection of books are incorporated well in the book area and regular story and singing sessions gives children daily opportunities to share and enjoy books, music and songs. They look forward to the music teacher visiting and playing the piano. Children learn to recognise their names as they self-register when they arrive each morning and they learn about phonics through interesting and meaningful activities, which sustain their interest, such as rhyming words and phonics. Children are developing some skills in numeracy as they count and recognise numbers. They explore patterns and how light makes shadows and patterns using the light-box with coloured shapes and water.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. Children engage in a varied range of experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. They learn about the seasons and are encouraged to observe similarities and differences in the environment, for example, changes in the colours of leaves, insects and mini beasts. Children learn about 'people who help us' as part of their topics. They visit the local church, school, go for walks around the village and have visits from the local police, music teacher, fire brigade and postman.

Children are introduced to a range of cultures and religions through stories, resources and food. Children take part in activities around the different festivals such as Divali and Chinese New Year, where they dressed up in traditional costumes, tasted new foods and created symbolic items. All children enjoy a wide range of experiences to express their creativity and explore texture through using activities such as, paint, dough, sand, water and arts and crafts. Children have access to an appropriate range of resources that promote their imagination during role-play activities as they pretend they are doctors and nurses working in a hospital. They write prescriptions for medicines and enjoy bandaging the staff's broken arm. Children use their imagination well as they pretend they are painting the inspectors face like a tiger.

Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. All children are provided with healthy and nutritious snacks, which are freshly prepared on the premises. They have constant access to their water bottles which ensures they are kept hydrated. Children engage in a range of physical activities daily as they stretch their bodies and join in action songs. Children develop a positive approach

to taking exercise and adopting a healthy lifestyle as they regularly go for walks in the village. They successfully develop skills that contribute to their future economic well-being through making good progress in their communication, language, literacy and problem solving, reasoning and numeracy skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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