

Silverstone Pre-School Group

Inspection report for early years provision

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Inspection date	03/11/2009
Inspector	Tom Radcliffe
Setting address	Chapel Rooms, Murswell Lane, Silverstone, Northamptonshire, NN12 8UT
Telephone number	07931 635383
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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*.

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.

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Description of the setting

Silverstone Pre-School Group opened in 1969 and is run by a committee. It operates from three rooms which are next to the Methodist Chapel in the village of Silverstone in Northamptonshire. A maximum of 30 children may attend the setting at any one time. The setting is open each weekday from 9.00 am to 12 noon in term time only. An optional lunch time club runs five times a week until 12:55 pm. All children share access to a secure enclosed outdoor play area. There are currently 35 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four. Children come from a wide catchment area to attend and the setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery employs eight members of staff. Of these, seven hold appropriate early years qualifications and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has a very good understanding of the individual needs of each child which ensures that their learning and welfare needs are met consistently and effectively. Children show good levels of independence in a well organised play environment as they select from a range of interesting activities. The setting has a good partnership with parents and other providers which help to support the progress that most children make. The provider makes very effective use of well developed processes of self-evaluation from which the setting gains an understanding of where it needs to improve and so enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the children's use of information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

The setting has policies and procedures in place which are available to all parents and which ensure that it is managed safely, efficiently and in children's interests. Children are well safeguarded at all times as adults are vetted for suitability and staff work with an understanding of effective working practices. Children are supported very well by adults as they play and decide what to do, and their safety is enhanced as the setting uses effective and thorough risk assessments to reduce

hazards. Children are able to play safely while still being independent and moving freely. As a result children can use a range of indoor equipment with confidence and access outdoor areas to enhance their learning and broaden their experiences. Children's good health and well-being is promoted by staff, for example, in cases of illness or minor injuries.

The provider makes good use of self-evaluation to gain accurate information about the setting's strengths and weaknesses. The manager ensures that all staff contribute to self-evaluation and that targets set are shared to ensure that improvements take place. There have been improvements since the last inspection especially in how children's progress is tracked and in the range of play opportunities that they have. The setting has a good partnership with parents and makes a good effort to build links and exchange important information about children. Parents are regular volunteer helpers and they contribute to the daily life of the setting. In addition the setting works with an understanding of partnerships with other settings to support children's ongoing learning and development.

Children are able to play in a well organised environment where limited space is used effectively. Children's learning is supported in all areas as they can access suitable and appropriate resources and benefit from the support of caring staff. Staff interventions are well considered as children are allowed to decide about their own play, work with others or share activities with staff according to individual needs and preferences. The setting promotes inclusive practice at all times and works well to ensure that each child makes at least their expected progress towards early learning goals. Staff are well trained and led to both understand children's individual needs and to enable children to gain a sense of their diverse world. Where children have additional learning needs the setting's approach to planning and assessment allows progress to be made.

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

Children make progress in the setting as they access play and learning opportunities which are mainly child-led. The setting has a good understanding of the starting points of each child and highly effective observations are used to monitor the progress that children make. Staff use a variety of methods to ensure that any assessment or tracking information is used to plan the next steps in children's learning. The information collated by the setting is of a high quality and allows children's progress to be understood and future needs to be accommodated. This ensures that children are interested in what they do and face appropriate challenge. Staff support the individual choices made by children well, as a result children play with sand, use mark making equipment or ask to play outside. Where staff support children as they share books, have conversations in circle time or help children make rockets their relationship supports progress and enhances understanding. Children respond very well to adults and conversations are common within the setting as children talk about their paintings and staff carefully guide children or make suggestions about their play. The setting has a very good understanding of the Early Years Foundation Stage (EYFS) and of how young children learn. All areas of learning are given good attention as staff ensure

that children can play in a way that suits their age and level of development. Children's understanding of number and value is enhanced through practical experiences and their early writing skills are developed through role play and mark making. Children have access to many positive experiences to support their use of books and written language. However, children's learning is not sufficiently supported by their use of information and communication technology.

Children's welfare is promoted by the setting. All children are safeguarded and are able to grow with an understanding of their safety and that of others in the setting. Children's behaviour is good as they show a positive attitude to each other as they share and take turns. In addition even the youngest children are able to share ideas and listen to other children's conversations and ideas. Staff enable children to have an understanding of the varying needs of other children, for example, when playing outside or sharing books. In addition children are given many opportunities to build on what they can already do and to develop their ability to communicate and concentrate. Through their play and access to planned activities children learn that different activities require different responses, for example, in circle time or in free indoor play.

Outcomes for children are promoted well by the setting. Children enjoy making choices as they decide what they want to do. They use their time in the setting very well and show a willingness to explore possibilities for themselves. Children feel safe in the setting and learn that their behaviour can impact on their safety and that of their peers. Staff enhance children's feeling of security as they undertake conversations and prompt responses from children. Children learn about healthy lifestyles and choices as they play and respond well to the challenge that is planned into their play and learning. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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