

Occold Pre-School

Inspection report for early years provision

Unique reference number 251583
Inspection date 03/12/2009
Inspector Sarah Johnson

Setting address Village Hall, Jubilee Field, Occold, Eye, Suffolk, IP23 7PL

Telephone number 07790 605 219

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

Occold Pre-School registered in 1978. It is a registered charity, managed by a voluntary committee made up of parents of some of the children who attend the pre-school. The pre-school operates from the newly built village hall in Occold, Suffolk. Children access an enclosed play area for outdoor activities. The pre-school is open each weekday from 9.00am to 3.00pm, during school term times. This includes a lunch club which runs from 11.30am to 12.30pm. Children attend for a variety of sessions.

The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 20 children aged from two years to under eight years may attend the pre-school at any one time, all of whom may be in the early years age group. There are currently 32 children on roll, all of whom are within the Early Years Foundation Stage (EYFS) years. Children live in the local area and surrounding villages. Some children also attend early years sessions at other nearby pre-schools and nurseries and some are cared for by registered childminders. The pre-school provides funded early education for three- and four-year-olds. The staff currently support a number of children with special educational needs and/or disabilities, and have strategies in place to support children who are learning English as an additional language.

There are eight members of staff, including the manager, who work regularly with the children. Seven staff hold appropriate early years qualifications, and four members of staff are working towards further qualifications. The pre-school has achieved accreditation through the Suffolk Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in their learning and development as they receive effective support from a caring team of staff who provide an inclusive and highly safe learning environment. Children are confidently independent and clearly enjoy their time spent at the pre-school. Effective partnerships with parents and carers, as well as good links with the local primary schools, are significant in making sure that the needs of all children are met, along with any additional support needs. The cohesive staff team is inspired by an ambitious and committed manager. Together they value the process of self-evaluation and demonstrate strong momentum towards implementing the ambitious improvements they have planned for the pre-school.

What steps need to be taken to improve provision further?

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

- review the organisation of creative resources and materials in order to

maximise opportunities for children to make their own choices and express their own ideas.

The effectiveness of leadership and management of the early years provision

The staff are highly successful in creating an environment in which children are fully protected from harm and where staff are trained effectively to enable them to promptly respond to any concerns about children's welfare. A comprehensive safeguarding policy is established and actively shared, ensuring everyone involved with the pre-school has excellent understanding of their responsibilities in protecting children from harm. Robust and well-organised recruitment procedures ensure that all staff, committee members and volunteers complete the required suitability checks, including an enhanced disclosure through the Criminal Records Bureau (CRB). Effective risk assessments are carried out each day to ensure children are kept highly safe and secure, both indoors and outdoors. In addition, the layout of the main play space and the deployment of staff help to ensure that children are well supervised as they play.

The manager has very high aspirations for the quality of the service provided at the pre-school and inspires the staff to reflect on their practice. Morale is high amongst the well-qualified and experienced staff team, as they feel that their professional development is promoted and their contributions to the setting's self-evaluation process are valued. As a result, the manager, staff and children are in a highly positive position to begin implementing the significant improvements they have planned for their new premises, including their ambitious plans for the outdoor area. The staff are receptive to support provided by advisors from the local authority. For example, working closely with an Inclusion Officer, the staff access specialist resources and equipment to support children with speech and language needs.

Staff demonstrate a clear understanding of the benefits of working in partnership with parents and carers, and strive to provide regular opportunities for parents to share information about their children's learning and development. Parents enjoy reading their child's developmental records during regular meetings with their child's key person, and appreciate the email updates they receive for the staff. Parents speak highly of the care and education their children receive. As children progress they are supported to make a smooth transition into full-time school. For example, staff proactively visit the local primary schools to take photographs of the school environment; collating these together to create informative booklets that introduce children to aspects of school life.

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

The staff demonstrate very good knowledge and understanding of the EYFS and how they can promote children's progress. Shortly after being welcomed into the pre-school by the friendly staff, children settle into the familiar routine of the

session and quickly become engaged in the purposeful play activities set out for them. Each child benefits from a key member of staff who understands their individual needs and records ongoing observations of their progress and interests. Systems for planning have been reviewed to ensure these observations are used more effectively in identifying and planning future learning priorities for each child. For example, staff embrace children's interest in splashing in the muddy puddles by planning to share a book that relates to this experience. Children play confidently alongside each other and respond well as the staff interact with them. For example, children develop their problem-solving skills as they work together with the staff to build train tracks. Staff prompt them to test each individual section of the track, rotating and repositioning them to find the best fit.

Throughout the session children continue to make choices about what they want to do from the wide selection of resources. For example, they help themselves to pieces of paper, rulers and chinks, and can be seen delving freely into low-level storage boxes to source various construction resources. The pre-school benefits from a wide range of craft tools and materials. However, the staff are yet to evaluate the most appropriate way to organise these particular resources to ensure children can sift through them freely and fully explore their own creative ideas. Children frequently choose to practise their mark-making and early writing skills as they write letters to post in the pre-school's post box and take down notes as they pretend to be police officers. They show strong interest in learning about the uses of everyday technology when completing simple programmes on the computer, and using mobile phones, a cooker and microwave in the imaginative home area. The staff encourage children's interest in books and reading, helping them to choose books to take home to share with their families. Daily access to the outdoor environment, whatever the weather, ensures that the rich facilities here are fully embraced and children reap the benefits of getting out into the fresh air. They enjoy using different garden tools as they dig in the soil, explore capacity as they fill various containers with sand and water, and enjoy making marks on the easel using the chunky chinks. Staff are relaxed as children explore the muddy puddles, recognising the benefits of this exploratory play.

Children develop a good sense of responsibility for their behaviour and are keen to be kind and helpful to others. For example, they offer to help to wipe up small spillages at snack time, and kindly help others to cut their sticky tape. Constant praise and encouragement offered by the staff helps to ensure that all children develop good levels of self-esteem. Staff provide children with resources that are representative of diversity and introduce them to a range of different cultures and beliefs. For example, children use chopsticks and traditional Indian balti dishes in their role play situations, and share books featuring print written in different languages. Particularly strong emphasis is placed on inspiring children to lead extremely healthy lifestyles. There are rich opportunities for children to get involved in growing different crops on the nearby allotment, which they then harvest and use in cooking activities. Children benefit from healthy snacks and packed lunches brought in from home and these are stored very safely in dedicated cooled storage units. Children talk knowledgably about the importance of washing their hands to remove the germs they cannot see, and develop healthy habits as they instinctively help themselves to a tissue to wipe their nose. Children are also inspired to develop an excellent understanding of how to keep themselves

safe as the staff creatively address safety scenarios in children's role play situations and take time to promote road safety rules during outings in the local area.

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	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	1
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	1
The extent to which children adopt healthy lifestyles	1
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