

# Caroline and Claire's Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY331057
<b>Inspection date</b>	02/10/2009
<b>Inspector</b>	Christine Holmes
<b>Setting address</b>	Village Hall, Main Street, Newton Linford, Leicester, LE6 0AF
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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*.

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

Caroline and Claire's Pre-School registered under its current sole ownership in 2006.

It operates from Newtown Linford Village Hall in the Charnwood district of Leicestershire and has the use of the large and small hall and associated cloakroom, kitchen and storeroom facilities. There is level access to the premises and there is a small enclosed area available for outdoor play. The setting serves the local area and has strong links with the nearby school.

The setting opens from 9.00 am to 1.00 pm on Monday to Wednesday and Friday during school term-times. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two years to under eight years may attend at any one time. There are currently 35 children on roll within the Early Years Foundation Stage. The setting provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs six members of child care staff. Of these five hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this friendly, well-organised village playgroup whose committed team of staff work together effectively to provide children with good quality care and education. Children make good progress in their learning and development because staff have a clear understanding of how to provide interesting play opportunities to support children well. Partnerships with parents and others are established and effective in supporting children's welfare and learning development. Comprehensive policies and procedures are inclusive and effective in practice. Systems to monitor and evaluate practice are effective and identify realistic and relevant areas for improvements, providing a strong basis for the setting's capacity to maintain continuous improvements to secure good 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 further the systems to identify children's next steps in learning and use this to plan in order to further support children's learning.

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

There is a strong emphasis on ensuring the safety of children. Staff fully understand their roles and responsibilities to safeguard children's welfare with regard to child protection issues and sharing information with parents. Robust vetting procedures ensure that all staff working with children are suitable to do so. Children receive care in an environment that is entirely safe and secure because the environment both in and outdoors is subject to thorough and rigorous risk assessments that ensure risks to children are minimised. All required policies and procedures are in place and are known by staff so that they are effective in practice.

Children enjoy playing in an environment that is well-resourced despite the constraints of a multi-user hall. They are supported by a high ratio of staff that normally exceeds the statutory minimum. The setting has a very clear vision for the future and committed to reflective practice and ongoing improvements. This is particularly evident in the many improvements that have taken place since the last inspection. All the recommendations made at the last inspection have been met. The setting is now fully equipped to actively promote children's good health and to fully promote partnerships with parents. Many other improvements have been made including the development of an outdoor play area.

Children's individual needs are met well because staff operate an effective key person system and work closely with parents to develop a good knowledge of children and their families. Parents welcome the opportunity to contribute to their child's learning at home and in the setting. They take an active part in completing their child's development learning journeys. Established links with local schools support children's transition from the setting to school. Effective partnerships with other agencies ensure any child's need for additional support is identified as early as possible to secure their inclusion.

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

All children are making good progress in their learning and development because staff plan a varied range of play opportunities that have a good balance of child and adult-led activities. All the areas of learning are covered frequently and meaningfully. Systems to record children's progress are very well established and use observations of both staff and parents. Systems to use this information to identify children's next steps in learning and to inform planning are not as well established.

Children show enthusiasm and excitement at the activities on offer and engage in play for long periods of time, even those children who are younger or new to the setting. They show a good understanding of the routines and as a result develop their independence and confidence, for example, as they choose what they play with or go to get a snack from the snack area. Staff are effective in their

interaction to support children's learning through discussion, explanation and questioning. Children are keen to take part in the activities on offer. They show care and concern for each other and the environment and form good relationships with staff and other children. They behave well and develop a sense of pride through the positive encouragement and praise that staff give them. Children are learning to value the diversity of the wider world through the use of resources and discussions.

Children enjoy stories and listen avidly when they are read by staff, joining in with actions to tell the story. They enjoy looking at books independently and turn the pages carefully, re telling the story to their friends and placing the books back in the rack when they have finished. They are well supported to mark make and develop early writing skills. More-able children are able to write recognisable letters and recognise familiar words such as their name. Children frequently count during games and activities and have opportunities to recognise numbers and learn simple calculation through songs and rhymes. Children use their imagination well; spending long periods of time in the role play area. They negotiate their role within the hospital and pretend to be treating patients or booking appointments. They play well together, without adult involvement, which develops their social skills. The exploration area outdoors is frequently used with children showing interest in what they can see and feel.

Children's good health and well-being is effectively promoted. All of the required information is obtained regarding children's health and dietary needs. High hygiene standards are maintained and a portable sink is used in the main hall to facilitate children's independent hand washing skills. Children thoroughly enjoy outdoor play, particular favourites are playing imaginatively in card board boxes and exploring and experimenting in the large sand play. During music and movement sessions they show good physical skills as they use their bodies to move to the music and jump, hop and balance, whilst demonstrating an awareness of their own safety and the safety of others around them. Consideration is given to the provision of large play equipment which is available indoors to promote children's climbing 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	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

<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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## **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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