

# Golden Valley Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY391768
<b>Inspection date</b>	11/02/2010
<b>Inspector</b>	Janette Elizabeth Owen
<b>Setting address</b>	Peterchurch Primary School, Peterchurch, HEREFORD, HR2 0RP
<b>Telephone number</b>	01981 550693
<b>Email</b>	
<b>Type of setting</b>	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 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto: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: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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**

Golden Valley Pre-school moved into a portacabin in 2009 situated within the grounds of Peterchurch Primary School in the village of Peterchurch, Herefordshire. The pre-school uses the school's playground when it is not being used by school children. The pre-school serves the local area and has strong links with the local school. Children attend for a variety of sessions.

A maximum of 27 children may attend the setting at any one time. There are currently 35 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 23 children receive funding for early years provision. The provision is also registered by Ofsted on the Childcare Register, on both the compulsory and voluntary parts. The pre-school supports children with special educational needs and/or disabilities and those children who speak English as an additional language.

The pre-school opens four days a week during school term times. Sessions are from 9.00am until 3.00pm on Monday, Wednesday and Friday and between 9.00 am and 12.00am on Thursdays. The pre-school employs six staff. Five of the staff hold appropriate early years qualifications. The pre-school receives support from the Local Authority and is a member of the Pre-school Learning Alliance. The pre-school holds a Quality Assurance Award at Gold Level.

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

Overall the quality of the provision is good.

The pre-school is generally well-organised and managed, which ensures children's welfare, care and development is supported appropriately. The good practice used within the pre-school is based on a good understanding of the welfare requirements of the Early Years Foundation Stage Framework. Staff provide an interesting range of activities which enable children to make good progress towards the early learning goals. The pre-school's practice is inclusive, which ensures that children's individual needs are met well. Positive links with parents, carers and other professionals promote good outcomes for children; although partnerships with other provisions are less well-developed. Systems to monitor and evaluate quality of provision are mostly well-managed and lead to targets for further improvement.

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

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

- review and monitor systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- build upon current evaluation systems in order to lead and encourage a

culture of reflective practice and self-evaluation that will improve the quality of provision for all children

- develop further systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends.

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

Children are safeguarded because the setting has clear policies and procedures to ensure the safeguarding and welfare of children. Staff have designated roles and responsibilities and ongoing training ensures that all staff are able to play a full role in protecting children. Children's welfare is protected by good recruitment and vetting arrangements, which ensures that adults working with children are suitable to do so. The supervisors have a high regard ensuring children's welfare and safety. Risk assessments are robust and daily checks ensure the premises are suitable, safe and secure. There are sound procedures in place to monitor and review health and safety aspects. Staff follow clear procedures in relation to maintaining children's welfare. Ensuring the premises are clean and welcoming, and by following guidelines in relation to managing accidents and administering medication. All records required for the safe and efficient management of the provision are maintained and meet the needs of children.

Good staff to child ratios are maintained, and all staff are committed to their own professional development and regularly attend training. A varied range of interesting activities and learning experiences are planned for all children, and good quality resources are provided which support teaching and learning. Ongoing observations and assessments are carried out to monitor the progress children are making towards the early learning goals. However, monitoring systems to support and ensure all staff are fully aware of the learning objectives and children's individual learning needs are not fully effective. This results in a lack of challenge for some children.

The setting works well with parents and carers, involving them in the pre-school. Their views and comments are sought and used as part of the evaluation and monitoring systems to improve the quality of the provision. Parents are provided with good quality information on organisational aspects of the provision and their children's achievements and development. Information on children's progress is shared with parents regularly through meetings, discussions with staff and information and photographs provided in children's learning journeys. The learning journeys provide a lovely record of the activities children are involved in and are appreciated by parents and carers. Information on children's individual needs and their stage of development is obtained from parents and used by staff to ensure children's individual needs are understood. There are good arrangements in place to support children with special educational needs and/or disabilities and those that speak English as an additional language. The setting works in partnership with other agencies and professionals to ensure children receive support they need. There is a good partnership with the local school, which enables those children who will move on to the school to manage the transition more easily, as they are

familiar with the environment. Links with other practitioners who also provide care for the children have been developed but are not yet fully effective in ensuring regular information is exchanged to ensure consistency in children's care and development.

The management and staff are committed to ongoing improvements to the provision and are embarking on a new Quality Assurance scheme. A self-evaluation has been completed, which highlights the benefits to children from the recent move to the new premises. However, the process has not been fully effective in identifying the weaknesses referred to in this report.

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

Children are developing good relationships with staff and other children. A strong emphasis is placed on promoting children's independence and personal, social and emotional development. Children are encouraged to become independent learners, able to make choices and decisions about the activities they are involved in. Sessions are organised to enable children to engage in self-chosen activities where they can play imaginatively and creatively using the extensive range of activities provided. Focus activities enable staff to direct children's learning to ensure all areas of learning are covered. However, the balance between free play and some adult initiated activities is at times inconsistently managed, with some activities being over adult directed which hampers children's individual creativity. A lack of involvement by some staff during free play results in some minor behavioural issues arising, however appropriate strategies are used to manage children's behaviour. Children are encouraged to play harmoniously and develop respect and concern for others; lots of praise and encouragement promotes their self-esteem and feeling of self-worth.

Children have good opportunities to develop skills for the future. They are making good progress overall with some children making rapid progress in relation to problem, solving, reasoning and numeracy. The current topic on recycling was used well to help children develop their understanding of their environment and the wider world. They learn how to recycle materials and to respect the earth's resources, making posters and talking about saving water and turning off electric lights. An interesting talk was given to the children by an older child from the school who brought his wormery into the preschool to share his knowledge and expertise with the younger children. Children asked questions and held the worms, showing great interest and enjoyment. They learnt how to recycle waste food, such as their banana skins and apple peelings, by incorporating them into the wormery. Opportunities for the children to use Information and Communication Technology (ICT) is regularly provided. Children use digital cameras and programmable robots with confidence. They use their understanding of numbers in a practical way as they programme the robot to move a set distance. Staff are on hand to support the younger children and help them develop their confidence in counting.

Role play, arts and crafts and music, enable children to express themselves

imaginatively and be creative. Children are happy to play in groups or alone on self-chosen tasks. They are becoming active learners. Circle time and stories are used to teach children how to be safe without being fearful, and gentle reminders, such as not to run around inside, help children's understanding of how to stay safe. Visits from the police, fire officers and first responders enable children to learn about safety and people who work in the community where they live. Regular physical activities, indoors and outside, enable children to get fresh air and exercise and develop their coordination and dexterity, using a range of equipment. For example, children enjoy playing outside using wheeled toys which they pedal or scoot around the playground, or participate in cooperative activities, such as parachute games. A healthy lifestyle is promoted and children's understanding of healthy eating is reinforced by the healthy snacks that are provided, and cookery and food tasting activities. Children are becoming increasingly independent and are able to manage their own personal hygiene.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

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](http://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

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