

Ewyas Harold Pre School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Ewyas Harold Pre-School is run by a voluntary committee and opened in its present premises in 2009. It operates from a purpose-built building within the grounds of Ewyas Harold Primary School in Herefordshire. Access is via a ramp. The group has an enclosed outdoor area which they share with the reception class. The group serves the local and surrounding parishes. A maximum of 13 children aged two to five years may attend the setting at any one time. The group opens five days a week from 9.00am until 3.00pm term time only. A lunch club is available from 11.30pm until 12.30pm.

There are currently 14 children on roll who are within the Early Years Foundation Stage. Of these, six are in receipt of funding for nursery education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. The provision is registered by Ofsted on the Early Years Register.

There are four members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications to NVQ Level 3. Two volunteers also support the setting and both are working towards an appropriate Level 2 early years qualification. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a positive experience for children due to the quality of interaction with staff and the variety of resources and activities available daily. Staff ensure that all activities are accessible, with early independence encouraged. Staff work closely with the parents and provide them with good information about the setting and their child's care and learning. As the setting is small it enables staff to get to know the children very well, ensuring their individual needs are met and an inclusive environment is provided. All involved in the setting continually strive to improve, resolve any weaknesses and implement new ideas.

What steps need to be taken to improve provision further?

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

- review routines to ensure opportunities for children to develop their self-reliance and independence skills are constantly provided
- develop further links with all other settings providing for children in the Early Years Foundation Stage and ensure the information shared is purposeful and promotes a complementary curriculum and continuity of learning and care
- ensure a record is maintained of any existing injuries children arrive with.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are in place to ensure children's safety within the pre-school. This includes good recruitment and selection procedures which ensure all persons working with the children are appropriately vetted. Staff have a clear understanding of the child protection procedures and know what to do in the event of any concerns. Children are cared for effectively by well-qualified staff who have a very good understanding of their roles and responsibilities. Staff are committed to the improvement of the service and developing their knowledge of childcare and education. Most records required for safe and efficient management of the provision are well maintained. However, a record is not maintained of any existing injuries children may arrive with. Regular risk assessments and daily visual checks are carried out on both the indoor and outdoor areas to help minimise risks to children. The staff team demonstrates a good commitment to sustainability. They deploy themselves well and organise space, time and resources effectively to meet children's needs.

The pre-school has good systems in place for monitoring and evaluating the practice, this includes actively seeking the views of staff, parents and children, for example, through parents questionnaires and regular staff meetings. Recent improvements include purchasing more information and communication technology equipment and seeking funding for an outdoor canopy so children can enjoy the outdoor play area in all weathers. Future plans are well targeted to bring about further improvement to the provision. Staff work well with the parents to ensure they have information on each child's individual needs, enabling them to promote an inclusive environment for all. The good communication between staff and parents helps to promote children's care and learning. Each child has a learning journey which includes staff's observations of their learning, photographs and information from the parents. Through working purposefully together and by sharing and exchanging information from the beginning, consistency and continuity is promoted for children. There are some established links with other early year's practitioners, particularly for those with special educational needs and/or disabilities, to ensure children's needs are planned for. However, they are sometimes less well informed about the ongoing progress and achievements of children who attend other settings delivering the Early Years Foundation Stage.

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

Children are happy and settled within the warm and welcoming environment where they have many opportunities to make good progress in their all-round development. Staff engage well with the children and develop positive relationships. They praise children's achievements which motivates them to learn and develop positive self-esteem. For example, children enjoy rolling and cutting shapes out of dough and are supported to describe the texture and smell to the rest of the group. An effective key person system enables parents to feel confident and children to feel safe within the setting. Staff throughout the setting use

questioning techniques effectively to extend children's learning and thinking skills. Staff use their good knowledge of the Early Years Foundation Stage to plan enjoyable activities and have highly effective observation and assessment systems in place. Plans are clear and highlight the learning objectives, with the next steps for each child's learning clearly identified. There is a good balance of adult-led and child-initiated activities which cover all areas of learning. Children are relaxed, confident, behave very well, are eager to participate in activities and remain actively engaged. They have space to develop their own ideas and are developing their independence through tasks such as putting on their own coats and good toileting routines. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. The good labelling of children's art work around the room promotes children's awareness of letters and numbers. Children develop interests in books from an early age. Staff read books to the youngest child and their good story telling skills means that all children become engrossed in story time. Children are confident using number and enjoy using it in everyday activities. For example, they count how many children are present at registration time and identify how many of these are girls and how many are boys. Staff provide regular opportunities for children to calculate and talk about 'more' or 'less' during dough and sand play. Children's awareness of the wider world is extended through a range of resources and activities such as planting and caring for daffodil bulbs and watching how cress seeds grow day by day.

Staff work closely with children to help them understand the importance of healthy practices and explain the need for routines. For example, children understand why they must wash their hands before snack and after messy activities. A varied and nutritious menu encourages children to make healthy choices about what they eat. Children are encouraged to learn about keeping themselves safe because the staff explain to them about hazards, such as running indoors, and the consequences of this. All children take part in a good range of activities both indoors and outdoors which support their physical development. They enjoy climbing and digging activities and enjoy using the sit-and-ride toys. They show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play 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	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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