

Ilketshall Pre-School

Inspection report for early years provision

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Inspector Gill Bosschaert

Setting address Ilketshall St Lawrence School, Hoggs Lane, Beccles,
Suffolk, NR34 8ND

Telephone number 01986 781 315

Email

Type of setting Childcare on non-domestic premises

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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

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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

Ilkeshall Pre-School is managed by a voluntary management committee made up of parents of children at the pre-school and members of the local community. It opened in 2002 and operates from the nursery classroom at Ilkeshall St Lawrence Primary School near Bungay, Suffolk. A maximum of 13 children may attend the pre-school at any one time. The pre-school is open five days a week during term time only from 12.45pm to 15.15pm. All children share access to a secure enclosed outdoor play area. The pre-school serves the local area. There are currently 13 children aged from two to four years on roll. Of these, nine children receive funding for early education. Children attend for a variety of sessions. The pre-school employs two staff, who both 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

The afternoon pre-school works very effectively from the morning nursery classroom providing a calm, settled environment in which to play, learn and develop. This prepares children well for the transition to the nursery class later in the year, which, will consequently be seamless and stress free for children and parents. Staff create a warm, welcoming atmosphere where children are greeted individually and allowed to settle quickly. Staff are well trained and very enthusiastic about their role. An excellent knowledge of each child's individual needs ensures all aspects of children's welfare and learning are promoted thus ensuring children make good progress given their age, ability and starting points. There are no children with special educational needs and/or disabilities on roll although the provision can provide for these children if necessary. There are some recent resources for children to understand different backgrounds and cultures in their play activities and in story books but more are necessary to reflect society outside the children's immediate environment. There is excellent capacity to improve

What steps need to be taken to improve provision further?

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

- ensure that a single central staffing record is kept
- ensure that every opportunity is taken to reinforce mathematical vocabulary
- continue to provide resources to encourage equality and diversity

The effectiveness of leadership and management of the early years provision

A wide range of policies, procedures and accurate completion of records ensures children's needs are well met and that they are fully safeguarded. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted although at present this documentation is not confined to a single central record. All staff receive regular appraisals which ensure that any future training needs are identified. Both members of staff hold paediatric first aid certificates. All recommendations from the last inspection have been implemented this has included new fencing for the woodland area. Partnerships with parents is good, they have many opportunities to know and understand what their children are doing and how well they are achieving. Regular newsletters and a notice board that has a special section for outstanding achievements ensure that information is current. Observations and assessments are regularly noted and entered into each child's 'Learning Journey' file ensuring both staff and parents are fully aware of each child's progress and the links towards the early learning goals. Staff show great warmth, care and attention to the needs and safety of the children putting the child at the heart of all that they do. Details of planned activities are displayed each week and each term a book is made containing photographs with annotations to help parents and carers understand the reasoning behind many of the activities. While the self-evaluation form is still in its infancy much thought has been given to it and a good start has begun.

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

Resources are plentiful, bright, well kept and easily accessible to the children allowing them to develop their independence and show initiative through free choice. Planning and the organisation of the classroom provides high-quality learning areas while also giving specific sections for focus groups to develop and work alongside a member of staff. Behaviour is excellent, minor squabbles are quickly and expertly sorted by distracting children with other equipment or activities. Great care is taken to involve all children and staff work alongside individuals when needed providing opportunities to increase vocabulary and communication skills. However, some additional thought must be given to developing mathematical vocabulary at these times too. There were missed opportunities to develop problem solving and mathematical thinking especially in some of the creative play for example, when a cake tin is too big for the microwave or the Duplo is not quite tall enough to be the same height as a child. The outside area is secure and allows children to freely develop larger motor skills on a variety of trikes and scooters, the large ark construction apparatus provides adequate opportunities to develop problem solving ideas. A long wall blackboard and chalks encourage children to mark-make on a larger scale than in the classroom. Spider's webs, snails and recently the arrival of baby hedgehogs give additional purpose to discussion which enlarges children's knowledge and understanding of the world, increases vocabulary and opportunities for shared interests. The children happily talk to staff who use good questioning skills to

develop vocabulary and logical thought. Photographs are used continually to assist with assessment but also to give the children the visual stimulus upon which they can reflect, enjoy and discuss once again the excitement experienced. Children wash their hands before snack time and are also reminded to do so after visiting the toilet. Independence is also encouraged at snack time when children pour their own water or milk and wash their own cups. As well as the healthy snacks that are brought into school staff discuss other fruit and vegetables at these times to encourage healthy lifestyles.

The 'Learning Journey' folders are well kept records of achievement for every child that are readily available to parents. These show the children to make good progress equipping them well for the next stage in their education.

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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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
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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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