

Fetcham Village Pre-School

Inspection report for early years provision

Unique reference number EY337910
Inspection date 27/11/2009
Inspector Vicky Turner

Setting address Fetcham Village County Infant School, School Lane,
Fetcham, Leatherhead, Surrey, KT22 9JU
Telephone number 01372 361130
Email info@fetcham.surrey.sch.uk
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

Fetcham Village Pre-School is run by Fetcham Village Infant School. It opened as Playaway Pre-School in 1978, and was re-registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register in 2006. It operates from two adjoining self-contained classrooms in the grounds of Fetcham Village Infant School, Fetcham, Surrey. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.00am to 12.00pm and 12.50pm to 3.20pm term time only. All children share access to a secure outdoor play area.

There are currently 65 children aged from two to under five years on roll. Of these, 44 receive funding for early education. Children come from the local area. The pre-school currently supports a number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs nine members of staff. Of these, seven hold appropriate early years qualifications. Three members of staff are NNEB trained, two hold a diploma in pre-school practice, one holds a Cache Level 3 Diploma and one is a Montessori trained teacher.

The setting is supported by the Early Years Advisory Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Fetcham Village Pre-School is an inclusive setting where children's safety is paramount. Excellent partnership with parents and external agencies means that children's needs are well met. The on going self-evaluation process has enabled the staff to highlight the strengths of the setting and identify areas for improvement. The new manager has secured major improvements and addressed all recommendations from the last inspection which means that the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- develop systems for analysing overall progress over time so as to identify gaps in the provision
- further develop resources to support children's skills in information and communication technology.

The effectiveness of leadership and management of the early years provision

The new manager provides strong leadership, is enthusiastic and has a clear vision for the setting. She is successful in securing improvement and has developed the outdoor play area, which is now very well equipped, and has raised staff morale. The manager actively supports staff's professional development and encourages them to update their training in various areas to ensure best practice.

Appropriate well maintained policies are in place and followed consistently to safeguard the children. All staff and volunteers are thoroughly vetted through safer recruitment procedures to ensure that they are suitable for working with children. All staff are trained in safeguarding and follow procedures if there are concerns about a child. Daily health and safety checks are carried out to ensure that the learning environment is safe and free from hazards. Risk assessments are in place and carried out before children go on visits. Staff take effective measures to minimise the risk of infection and the spread of disease.

There is a wide selection of good quality age-appropriate toys and equipment which meet safety standards. The new outdoor play area is exceptionally well equipped with opportunities for developing all areas of learning. Staff are responsible for maintaining different areas, for example, art resources, the interest table and books.

The manager and staff take effective steps to ensure that all groups of pupils make equally good progress by targeting additional support for children with special educational needs and/or disabilities and children who are learning English as an additional language. Makaton sign language is used for songs and to support children with communication difficulties. A wide range of multicultural resources, such as puzzles, books, cooking utensils, dressing up clothes and musical instruments, support children's understanding of diversity. Children gain first hand experience of people with a range of disabilities by working with students who are on work experience. Books on children with disabilities and dual language books support children's understanding of differences.

The manager and staff constantly evaluate the provision. They build on their strengths and have identified appropriate areas for improvement. These include developing parental questionnaires, continuing to improve the quality of care and education and implementing full staff appraisals. Children have the opportunity to say what they think about their learning at the end of each session. All recommendations from the previous inspection have been addressed. Short term planning now includes planning for outdoor play and room rotas ensure that children are very well supervised at all times. Regular hand washing routines are now established.

The setting works exceptionally well in partnership with the school. Managers have half-termly meetings with the reception class teachers to arrange induction which includes a staff swap and visits to the reception class. The setting uses the school's hall for music and movement and its playing fields for sports day. The school's

pond and the woods nearby provide good resources for developing children's knowledge and understanding of the world. Excellent partnerships with external agencies ensure that the children receive the support they need to enable them to make progress.

The setting works particularly well with parents, who are actively involved in their children's learning and development. An open-door policy means that parents can come into the nursery to discuss any concerns they may have. Parents are kept well informed of their children's progress and the setting's activities through termly parents' consultations, half-termly newsletters and by email. They receive a welcome pack before their children start at the nursery and are invited into the setting during the settling-in period. They support fundraising activities and volunteer to go on trips. Parents feel that the setting is 'absolutely brilliant', 'the staff are helpful', 'care and facilities are brilliant' and 'they have been really supportive of my child who has special needs'.

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

Children happily engage in active learning in a stimulating, well resourced environment because the adults plan interesting activities with free-flow between indoor and outdoor spaces. There is a good balance between adult-led and child-initiated activities. Key persons make thorough observations and assess children's progress, identifying the next steps in their learning and development. However, systems for analysing progress over time are not yet in place to enable managers to identify any gaps there may be in the provision. Children make good progress and meet age-related expectations, excelling in personal, social and emotional development. Relationships are good, so children are confident to explore their environment and to engage in conversation with adults and with each other. The new outdoor play area is well equipped with opportunities and resources to develop all areas of learning. Children enjoy digging and filling buckets with soil. There are opportunities for planting, reading, mark-making, basket ball and developing physical skills.

Children learn about road safety, personal safety, 'stranger danger' and water safety during group sessions with their key persons. They follow the rules for keeping safe when riding their tricycles and know that they must walk indoors. They understand the need for sun cream in the summer and coats in the winter. Half-termly fire drills every day over a week help children to understand the importance of following the instructions. Children use scissors and garden tools safely. All staff are trained in first-aid, which means that children are well cared for if they have an accident.

Children make healthy choices from a variety of fruit at snack time. They choose between water and milk which they pour out themselves. Children learn personal hygiene and are encouraged to wipe their own noses and dispose of the tissues appropriately to minimise the spread of infection. The outdoor play area is well resourced with tricycles, scooters, climbing frames, bouncers and wheel barrows, which help children learn how to balance and control their movement.

The staff are positive role models. They encourage good manners and help the children to interact well with each other. Children are exceptionally well behaved because the adults are consistent in their approach to behaviour management. Good behaviour is acknowledged with praise and rewards. Time out is used for inappropriate behaviour. Children know it is tidy up time when they hear the song. They help tidy up the nursery and take their bowls and plates away and place them in the sink after snacks.

The adults provide a rich learning environment that promotes independence and free choice. There are lots of opportunities for children to talk and ask questions. Small group rhyming games and sound tracks help children to identify and discriminate between sounds. They learn to link letters and sounds throughout the day. Children experiment with corn dough. They thoroughly enjoy this activity and say, 'It feels like snow', 'It's soft and slimy', 'It's really sticky'. Others play with the small world airport and demonstrate knowledge of places beyond where they live. They talk about different airlines, for example, British Airways. One child goes off to 'Disneyland in France' another child's passengers take off to 'Australia'. Children develop their problem-solving and numeracy skills through number rhymes, sequencing games, cooking activities and computer programmes. Children work on the computer and develop good mouse control, take turns and extend their learning in all areas. They have access to a CD player and remote control cars but do not yet have a digital camera, a video camera or Bee-bot. They practise singing songs for their Christmas performance, 'Shine Star Shine', during the dress rehearsals. Visitors to the setting, such as fire and police officers, a farmer and parents, contribute to children's learning and development. Visits to the farm, the baker's, the river 'Splash' and a visit to Dorking to see Father Christmas, enrich children's knowledge and understanding of the world around them.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	2
The extent to which children make a positive contribution	1
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

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