

Gaddesby School Community Limited Pre-school

Inspection report for early years provision

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Inspection date	08/12/2009
Inspector	Sheelagh Barnes
Setting address	Gaddesby Village Hall, Ashby Road, Gaddesby, Leicestershire, LE7 4WF
Telephone number	0787 6055823
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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*.

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.

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Description of the setting

Gaddesby School Community Limited Pre-school was established in 1997 and is run by a committee. It operates from a large room with attendant facilities in the village hall in Gaddesby. The setting is registered to cater for 24 children aged two to five at any one time. It serves the local area. There are currently 26 children from two years to five years on roll. This includes 14 funded three year-olds and three funded four year-olds. Children attend for a variety of sessions. The setting currently supports children with special educational needs. There are no children who speak English as an additional language. The group opens five days a week during school term-times. Sessions are from 9.00am to 12.00pm on Monday, Tuesday and Wednesday and from 9.00am until 3.00pm on Thursday and Friday. There are four staff who work with the children. Three staff members have early years qualifications to NVQ Level 3, and one of these is working towards Early Years Professional status. The setting receives support from the Leicestershire Early Years Development and Childcare Partnership and has very good links with the neighbouring primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Gaddesby School Community Limited Pre School meets the needs of young children effectively. They make good progress because staff organise a wide range of appropriate activities indoors and out. Children are kept safe because welfare arrangements are rigorous and fully meet requirements. Children from all groups are involved well in all activities in a fully inclusive environment where the leadership of the provision is good. The capacity to improve still further is also good.

What steps need to be taken to improve provision further?

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

- refine information in children's Learning Journeys, linking it more explicitly to Early Years Framework, so that parents can more easily see the progress their children are making
- monitor the records of children in each others key worker groups to ensure that the information contained is explicit to someone who was not with the child at the time of the observation
- evaluate the progress of different groups of children to ensure they all make the same good progress in all six areas of learning.

The effectiveness of leadership and management of the early years provision

This is a well run setting, because all staff work together effectively. Staff know what the strengths of the setting are and are honest in their evaluation of what needs to be improved. They have taken on board all of the recommendations from previous inspection, such as to provide opportunities for children to select their own equipment, for craft. There is an on-going and thorough plan for review of all aspects of the setting, involving all staff. As a result, the quality of the provision is continuously being improved still further.

Checks and systems that are in place to ensure that children are kept safe, secure and happy are rigorous. Outstanding attention is paid to health and safety issues, including child-protection, hygiene and care and safeguarding. Staff training ensures that all know what to do in all aspects of their work. The setting is fully inclusive and leaders and all staff ensure there is equality of opportunity for all.

A good programme of staff training has ensured that staff are well prepared and knowledgeable about the Early Years Foundation Stage. This has had a positive impact on the quality of planning and assessment. Planning takes very good regard of children's interests and previous attainment. This ensures that children of all levels of ability make good progress in all aspects of their learning. Record keeping is good and there is a move to encourage parents to add to the records of each child's Learning Journey, the record of what each child has done, as well as just reading it. However the records of each child's progress, in relation to the Early Years Framework are not shared with parents to the same extent. While accurate records, overview sheets, are kept on all children's progress, these are kept separately. In addition, staff do not monitor each others' notes in the Learning Journey books. As a result it is not always easy to deduce from these notes exactly what progress was made, although this is clear in the assessment overview sheets, which are kept in the managers file. The leader has started to gather information from assessment in order to analyse the progress of different groups. She has identified that at the moment it is difficult to quickly evaluate progress of different groups across all six areas of learning.

Relationships with parents are good. Parents are appreciative of the care their children receive and the positive attitudes developed towards school as a result. They have a good knowledge about how well their children are progressing and appreciate the opportunity to talk to staff both formally and informally. There is a positive, exceptionally strong and beneficial link with the primary school with which the setting shares a site, which benefits children and parents alike. Children meet and have opportunities to chat with staff and pupils from the school daily, as they go to play and this has a very positive impact on the ethos and their attitudes to school.

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

Children have positive attitudes to learning and enjoy the activities planned for them, such as playing with ice in water. They come into the setting happily and quickly become purposefully engaged in their activities, such as feeling how cold the ice is and listening to the sound as two pieces are tapped together. The staff are very aware of those who are a little more hesitant, so that they too quickly settle into the activities of the day. All staff give careful thought to planning activities which will support and stimulate all children attending, covering all of the areas of learning for their age. A good range of activities and different resources are planned to interest the children each day. For example, playing on the computer, making Christmas decorations or selecting their own choice of materials to make sparkly Christmas cards.

Activities are planned well, based on evaluations of how previous sessions have gone and how children have engaged with them. As a result, children make good progress in their learning. Particularly strong emphasis is given to personal, social and emotional development, which is developed well. Children interact positively with staff, and with each other, and respond extremely well to the thoughtful behaviour management strategies and to opportunities to take responsibility, such as helping to wash fruit for snack. They are confident and polite and take turns well, such as when waiting for wheeled toys to be brought out from the storage shed. They concentrate and persevere, for example, carefully completing paintings. There are good systems to develop children's independence in their learning. However, opportunities for children to take responsibility for their learning, such as choosing whether to work indoors or outdoors are more limited by the geography of the building and the outdoor areas.

Staff help them to recognise shapes of different number symbols and to look for similarities and differences as they complete puzzles, take the register or sing rhymes. Children are given good opportunities to order, sort and count a variety of objects in their play. They talk about their experiences and some are developing a real love of books and the recognition that print carries meaning. Children enjoy energetic play using equipment in the playground which they share with the primary school. Creative development is good. Children particularly enjoy singing songs and rhymes, making music and art activities. Cultural development is good, including awareness of other cultures and children learn, for example, of festivals and songs from other cultures.

The setting gives great emphasis to creating an environment where every child matters and this is very apparent. Children develop an understanding of how to keep themselves healthy by, for example, eating a healthy snack each day. They all conscientiously wash their hands before eating, showing they understand how this is important to keep them from infection. Children are kept safe in the setting as staff supervise them constantly, but discretely. Children learn routines and enjoy playing in the company of others. This, together with their good behaviour and the way they learn to respect and consider others equips them with good skills for the future and prepares them 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	2
The effectiveness of safeguarding	1
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	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	1
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

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