

Blewbury Pre-School

Inspection report for early years provision

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Inspector Tracy Bartholomew

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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

Blewbury Pre-school registered in 1971. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the old village school in Blewbury, Oxfordshire and serves the local and wider area. The pre-school has an enclosed outdoor area.

The preschool is registered for a maximum of 24 children under eight years per session. There are currently 32 children on roll, of whom 23 receive funded nursery education. The setting is able to support children with special educational needs and children who speak English as an additional language. The pre-school is open every weekday during term time from 9.00 to 11.45 and from 13.00 -15.00 on Tuesday and Thursdays. Children can stay for the lunch club on Mondays and Wednesdays from 11.45 to 12.45.

The group is run by a committee who employ five members of staff to work with the children. Four of the staff have early years qualifications to NVQ Level 3 or above. The pre-school has established links with the local primary school and has achieved a quality assurance award from Oxfordshire County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and have a positive experience of the Early Years Foundation Stage (EYFS) whilst attending this pre-school. Their uniqueness and individuality is fully accountable being well recognised and accommodated throughout the sessions. They clearly enjoy learning throughout the six areas of learning and as a result make good progress. Systematic documentation is in place and this helps ensure the pre-school's efficient day to day management. The pre-school has accurately identified their strengths and have clear plans in place to progress the setting and maintain their good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that the daily record of attendance, includes times of those children who arrive later than the contracted times
- further promote the good health of children by ensuring that every day practices are consistently adhered, to prevent the spread of infection

The effectiveness of leadership and management of the early years provision

Staff preserve children's safety effectively whilst they are at the pre-school. Robust recruitment procedures ensure that all who work or volunteer in the pre-school are

cleared as suitable to be with children. All staff are fully aware of the policies and procedures, these are very well maintained which ensures that the health and safety of the children is protected. Staff are confident of the procedures to follow if concerned a child is at risk from abuse and all the staff have update training in this area. Risk assessments and staff alertness of children's whereabouts are thorough; this as a result means children are well safeguarded. The committee and staffing team have a high quality understanding of the regulation and good practices, all documentation supports this, however inconsistencies with the recording of the daily attendance register, means that some children who arrive later than the contracted times are not always marked in correctly.

The committee and joint managers work well together with a clear understanding of all their roles. They are consistent and maintain as well as reflect on all practice to maintain high level of continuous improvements for children. The continued shared vision for the future drives improvements throughout the pre-school; for example, the staff continuing re-structuring plan for the garden, has already exceeded the children's learning and development. Evaluation processes encompass all staff's skills, the unique activities and accomplishments as well as areas for development.

The senior management team deploy staff well. Warm, caring relationships underpin the key person system, which works effectively and supports early intervention for children with additional needs. This helps ensure that those with special educational needs and/or disabilities are quickly identified and their needs met, so all children make good progress. In addition partnerships with others is very well maintained and encouraged by the staff as they readily access and seek advice from other settings including local schools to aid transition arrangements and most importantly to maintain continuity of care for all children.

The staff have an outstanding partnership with parents. Parents note that every member of staff knows their children and welcomes them personally and equally throughout the setting. The staff engage and communicate exceptionally well with parents and the children, excellent relationships are seen throughout and information sharing is of top priority to the staff, this ensures that the parents are fully aware of their child's day and progress. This coupled with parents' information board, newsletters and photographic records including learning journals gives the parents a thorough understanding of the children's progress. Parents speak appreciatively and passionately of the pre-school, it clear that the pre-school remains at the heart of the community and that the staff offer a peace of mind for the parents as they feel confident that their children are well cared for.

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

Children develop their independence well and those new to the settling settle rapidly, the pre-school is spacious and utilised to its full potential. Activities are set up waiting for the children, which is supported by the visual aid board to show children what is available during the session. Children make decisions about what to do and feel confident to ask for further resources if needed to support their

play, for example the play money and additional computer games. Children behave well, they seek support if needed and use visual aids such as sand timers to ensure that children have equal time on the computer. The setting develops children's understanding of diversity exceptionally well, they learn to celebrate people's differences, by taking an active role in dressing up and celebrating festivals by making and eating cultural meals. The children play with puppets and small world toys reflecting different cultures, and use sign language to improve communication for children with speech and hearing problems. As a result, the children accept everyone as part of the group, forming a friendly little community where everyone feels welcome.

Children enjoy a good balance of child-chosen and adult-led activities. They listen well at group times, listening intently and eager to stories, which they are all well supported, valued and confident within. They actively and eagerly contribute their views about the book's pictures and stories and demonstrating their own cross and sad facial expressions. Staff plan interesting activities across all areas of learning, these are very well adapted to the abilities of individual children, which ensures that all children can enjoy these easily. Staff support the children well and develop their interests by accessing further resources if required, such as the pattern boards. Children's learning is well supported and developed; this is evident for example, when helping the children with their stained glass windows and through asking questions during construction activities to encourage thinking. This helps children develop skills that will be useful in their future lives. All children enjoy many opportunities to be creative; for example, they decide to 'cook jam tarts' with the play dough, they fetch additional resources to aid their skills and solve the problem of how they can roll the pastry to make the jam tarts without a rolling pin each, by accessing the additional equipment from the cupboard.

Staff plan experiences based on their knowledge of children's capabilities and individual interests, this is fed from the children's learning journals to the planning. Regular observations are undertaken on the children to assess what they need to learn next or further progress; this is then fed into the planning and discussed with all staff to establish new and exciting methods to be incorporated into future plans. This has worked very well for a particular set of children who particularly enjoy pirate games, as staff have extended their interest and their learning by incorporating resources to enable the children to draw and write maps. This as skilled practitioners has enabled them to further develop the children's emergent writing whilst keeping the children focussed.

Children use secure, safe and clean premises, however some every day practices are not consistently adhered to, which could have a negative impact on the spread of infection. The setting is very safe and no one enters the playroom uninvited. Staff undertake daily safety checks meticulously. Staff keep toilet areas clean through the day and the setting is cleaned very well at the end of the day. Children learn about healthy living well, they serve themselves drinks and grow their own fruits and vegetables in the spring, sampling these as appropriate. All staff are aware of their specific health and dietary needs and accommodated these throughout cooking activities and birthday celebrations. All children benefit from the free access to the outside area, this is very well utilised to enable the children to access in all weathers, the enclosed covered areas allow the children to build

tents and explore with sand and water regardless of the weather. Children develop physical skills well through use of a wealth of equipment and encouragement from staff, those children who do not wish to go enjoy the inside music and movement sessions.

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	1
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	1

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	1
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