

Church Lane 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

Church Lane Pre-School was registered under the current owners in 2001. The pre-school operates from a church hall in Nailsea, North Somerset. The pre-school is registered on the Early Years Register and a maximum of 24 children may attend at any one time. The pre-school is open each weekday from 9.15am until 12 noon term time only. The pre-school also opens on a Monday, Wednesday and Friday afternoon between 1.00pm and 3.30pm during the spring and summer terms. There are currently 45 children on roll. The pre-school offers support to children who have special educational needs and/or disabilities and for whom English is an additional language. The pre-school employs 11 staff, of whom seven hold an appropriate early years qualification and three are working towards an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic staff embrace the uniqueness of each child and this is reflected in the inclusive environment which values and nurtures children and their families. Children make excellent progress in their learning and development in relation to their starting points because staff are knowledgeable and skilled as to how they support children's learning and development. Parents enjoy strong relationships with staff which contribute significantly to ensuring that the individual needs of each child are effectively identified and met. Highly effective and proactive links with other early years providers that children attend ensure continuity in children's care, learning and development. Staff work collaboratively with all those who use and have professional links with the pre-school to continually evaluate the quality of the provision. The pre-school is always striving to improve, and as a result, ensures the best possible outcomes for each child.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implementing additional ways of fully embracing the cultural backgrounds of all children

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by effective policies and procedures which are rigorously followed by staff. Robust and rigorous checks ensure staff's ongoing suitability to work with children. Children flourish in the care of the highly skilled and enthusiastic staff group who are committed to developing their own skills through the sharing of good practice and frequent internal and external training.

They are effectively supported, motivated and monitored by the dedicated management team who have high aspirations for all. Thorough risk assessments and daily checks ensure that children are not at risk from hazards. Review of policies and procedures, and recent training for staff on child protection/safeguarding issues, ensures staff are well informed as to how they protect children from harm and know what to do should they have concerns about a child. The learning environment throughout the pre-school is thoughtfully laid out, well equipped with high quality toys and innovative resources, rich with symbols, signs, letters and number and fully accessible to all children. The vibrant provision both inside and outside creates an environment in which children's learning is stimulated at all times. For example, strategically placed resources, such as binoculars, cameras, magnifying glasses and mirrored shapes hanging from trees, stimulate children to investigate the world around them when playing in the outside area.

The pre-school has a strong commitment to continuous improvement as it strives for excellence. This is achieved through the frequent review, reflection and evaluation of all aspects of the provision and children's learning and includes staff, parents, children and other professionals. Staff are knowledgeable about new initiatives in child development and eagerly implement them with great effect, such as 'Letters and Sounds'. Consequently, the pre-school ensures that children thrive and are assured of the best possible outcomes. Staff recognise the need to reflect upon how they further embrace the cultural backgrounds of all children who attend.

Children's experiences are enhanced by the staff's responsive approach to the individual needs of children and their families, alongside highly effective partnerships with a wide range of other professionals. Parents are exceedingly complimentary about the setting. Parents' knowledge of their own children is actively sought and taken account of, thus ensuring that children settle well and their interests and capabilities are well known by staff when their children start at pre-school. They are frequently informed of their children's progress and development through informal discussion and planned meetings. Parents are supported and encouraged to play an active role in their child's ongoing learning and development. This is achieved through a wide variety of opportunities to develop their own understanding of how children learn and practical activities in which they can support and promote their own child's achievements, such as the lending library and book bags.

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

Children make excellent progress in their learning and development in relation to their starting points and subsequent achievements. A highly effective key worker system, with additional one-to-one support where appropriate, ensures that children are sensitively cared for and their learning is supported through excellent knowledge and use of, for instance, different strategies to aid communication, such as Makaton and pictorial symbols. Staff take full account of children's backgrounds and complex needs. Children's progress is frequently observed and

assessed, consequently, planning is responsive to children's interests and their identified next steps in learning. As a result, staff plan an exciting environment which is stimulating and challenging to all children. Staff support children's learning through highly effective use of open-ended questioning to develop independent thinking and choices. Children work cooperatively together and express their everyday experiences as they use small world play. Staff skilfully support and extend children's ideas and learning as they develop and include within their play, problem solving, comparison, communication, negotiation, knowledge and understanding of the world and recognition of difference. Children are lively and enthusiastic learners and are eager to try new experiences. Excellent use is made of programmable toys and ICT to promote, support and develop children's learning and to help them develop skills for the future. Everyday activities are used effectively by staff to promote children's problem solving and self-care skills, such as dressing themselves in outdoor wet weather clothing and changing into daps prior to indoor physical play. Children's contributions are highly valued and they delight in viewing themselves in the extensive range of photographs that demonstrate their learning through activities. For example, books show how children learn about their local community through visitors, such as the local fire brigade. Staff knowledgeably provide resources and activities that promote skills to support early mark-making and promote an interest in books and print. These include the use of child-sized brooms to promote large sweeping movements, the use of paper and clipboards and the location of topic books to enhance imaginative play.

Children demonstrate high levels of independence, as they spontaneously follow and understand the reasons for good hygiene routines. Free flow play between the inside and outside, giving continual access to fresh air, well planned use of equipment to develop physical skills and nourishing, balanced healthy snacks promote children's understanding of a healthy lifestyle. Staff help children to manage their own behaviour through sensitive and appropriate guidance and effective use of props such as, persona dolls, to explore common issues, such as sharing. Staff provide positive and enabling role models; consequently, children's behaviour is exemplary. Children are supported to evaluate how they keep themselves safe within their environment. For example, they have identified as a group and, as agreed with staff how high they can safely climb on conifers in the garden and placed red markers on each tree to denote this.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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