

Overseal Pre-School

Inspection report for early years provision

Unique reference number	206835
Inspection date	23/03/2010
Inspector	Jayne Rooke

Setting address	Overseal Village Hall, Woodville Road, Overseal, Swadlincote, Derbyshire, DE12 6LU
Telephone number	07940 453966
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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

Overseal Pre-School opened in 1980 and is run by a voluntary committee. It is situated in the village of Overseal Derbyshire and operates from two rooms in the village hall. There is a secure enclosed area available for outdoor play. The group is open each weekday from 09.30 am until 12.30 pm during school term-times. On Monday, Wednesday, Thursday and Friday, additional sessions operate from 13.00 pm until 15.30 pm. A maximum of 26 children may attend the playgroup at any one time. There are currently 57 children on roll aged from two to five years. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting has procedures in place to support children with special educational needs and/or disabilities and for whom English is an additional language. The pre-school employs nine members of staff. Of these, seven hold appropriate early years qualifications. Two members of staff are working towards a further qualification. The setting receives support from the local authority and the Pre-School Learning Alliance. The pre-school has strong links with the local primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safeguarded and their good health and well-being is supported well. Adults work effectively as a team to ensure that each child's needs are met and to ensure that all children make good progress in their learning. Children's independence skills are actively promoted in most areas. Detailed development records are clearly linked to the early learning goals. The setting maintains good links with all those involved in each child's care and education to ensure that consistent information is shared about their development and welfare. Staff have a positive approach to inclusion and the premises are generally suitable for people with disabilities. Leaders are committed to ongoing improvement and use Ofsted's self-evaluation system effectively to review and improve their practice. Staff are well supported in their professional development. Detailed written policies and procedures are informative for parents and are clearly linked to the welfare and learning requirements.

What steps need to be taken to improve provision further?

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

- review arrangements for access to the toilet and handwash facilities for children, including those with disabilities
- extend opportunities to support the development of independence skills in everyday routines, particularly for children who are highly dependent upon adult support for personal care.

The effectiveness of leadership and management of the early years provision

Children's safety and security is highly regarded. Adults are fully aware of all safeguarding procedures and children remain under the close supervision of the staff at all times. All of the necessary documentation is in place and is regularly reviewed to ensure it is up to date. There is a clear system to record essential information regarding parental responsibility and emergency medical treatment and advice procedures. The premises are secure and details of visitors are recorded. This ensures that children are protected from harm and neglect. Risk assessments are detailed and cover all aspects of the provision including indoors, outside and outings. The needs of children with disabilities are thoroughly assessed prior to entry and appropriate support and advice is obtained. However, the toilet and hand-washing facilities for girls and/or children with disabilities are restrictive and pose a potential safety issue. For example, children have to climb up onto a two-tier step to reach the sink after they have been to the toilet. This makes it difficult for them to manage their personal care routines safely and independently and minimises inclusion for people with disabilities. Children learn how to keep themselves safe from an early age as they take part in a regular fire evacuation drill. They know that they must be careful when they move around the setting so that they do not hurt themselves or others. Visits from 'people who help us' ensure that children build positive relationships within their local community and helps them to become sensitively aware of safety issues such as 'stranger danger'.

Daily routines are well-managed taking into account children's patterns of attendance and individual interests. Their attendance is accurately recorded and children are encouraged to self-register on arrival. A wide range of resources are attractively set out and are easily accessible so that all children can make choices in their play. All staff have a good understanding of equal opportunities issues, effective key worker systems helps them to form strong and trusting relationships with the children and their parents. This ensures that children's individual needs are met and that any additional needs are sensitively managed and supported. As a result, children benefit from a warm and welcoming environment which helps them to feel settled, safe and happy in their surroundings.

The management group demonstrates a strong commitment to drive and secure continued improvement within the setting. They regularly review policies and procedures to ensure that they are consistent with regulatory requirements. Staff use their existing professional knowledge and understanding of the Early Years Foundation Stage to best effect and are highly committed to continuous professional development. All of the previous recommendations from the last inspection have been implemented. For example, children enjoy continuous access to the outside play area, there are robust procedures in place for checking the ongoing suitability of staff and a wide range of resources are readily accessible to children to extend their interest and promote their independence in handling small tools and writing equipment during role play and creative activities. This ensures improved outcomes for children's safety, care and developmental progress.

Parents and carers are welcomed into the setting from the onset. Introductory visits and 'power- point' presentations include detailed information about all aspects of the provision and the aims and purpose of the educational programmes. This helps parents to feel informed and comfortable about the provision before their children start to attend. They receive a detailed welcome pack which helps them to understand the setting's policies and procedures and regular information about their child's care, well-being and educational progress is shared in a variety of ways.

Parents and carers involvement is valued and respected at all times. Their suggestions and comments are actively sought so that all those involved with each child can work closely together to ensure continuity and complementary care. Information about the complaints procedure is displayed within the setting so that parents and carers can pass on any compliments or concerns.

The pre-school maintains good links with other settings and carers to benefit the children's learning and development. For example, they have built strong and trusting relationships with the local primary school to support the transition procedure when children start their new term. This promotes effective partnerships with all those involved in children's welfare and learning so that children become confident and enthusiastic learners.

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

Children are content and enjoy their time at the pre-school. They are actively engaged in a well-balanced programme of adult-led and child-choice play which builds on what they already know and can do, and which successfully supports their knowledge and skills across all of the areas of learning. Significantly, children enjoy continuous indoor and outdoor provision which offers many opportunities for them to explore, investigate and use their creativity and imagination. For example, they are thoroughly engaged in and enthralled with a water play activity as they discover what happens when they mix different colours together and learn about quantity, capacity and volume as they tip and pour liquid into different sized containers. They initiate and extend their role play as they use the water to 'wash' their wheeled toys and make prints and patterns using their paintbrushes, their hands and the soles of their shoes to create a myriad of patterns on the paving slabs and walls. Additional resources are readily accessible for children to use to experiment further with printed patterns. This significantly enhances children's creative and physical development and provides stimulating opportunities for children to make marks and to develop early writing skills. Children become independent in their decision making as they choose to create a 'handbag for their mum'. Adults effectively support this area of learning, enabling children to use a variety of self-chosen creative materials and tools to complete their task. Children learn how to operate simple computer programmes and use robotic and action toys in many aspects of their play and learning.

Children are actively encouraged to express their thoughts and feelings throughout the day. They select pictures to put on the 'my family and emotions boards' which prompts discussion about significant people and events in their lives. Children talk

excitedly about past and present events such as Christmas and Easter celebrations and have many opportunities to 'share and tell' during small group and one to one activities. Adults show a keen interest in what children do and enjoy, using good open-question techniques to encourage children to vocalise their thoughts and feelings and to take part confidently in a small group; valuing special events such as birthdays, religious festivals, holidays and family outings. Children proudly display and talk about items that they bring from home which helps them to recognise letters and sounds of the alphabet. They demonstrate clear progression in number recognition, writing and identifying objects by texture, shape and size, and are able to link events with the real world such as using public transport to go on an outing. They show a keen interest in books and stories, knowing how to turn the pages and 'read the words'. Children handle a range of tools and equipment safely when cutting paper and making shapes with the play dough and know where to get paper from when they wish to paint at the easel, seeking adult support if needed. However, they are not regularly involved in preparing snacks for themselves which minimises opportunities to extend their abilities and independence.

Children thoroughly enjoy robust physical play in the hall. Older children confidently initiate and demonstrate their skills as they wiggle their bodies to twist the hula-hoop and move freely around as they run, skip, hop and jump. They express much fun and laughter as they listen carefully to the music and follow instructions for different body movements and actions. They understand important health and safety issues, taking time to 'cool down' after physical exercise and helping themselves to a drink from their own containers at frequent intervals. They know that they must walk carefully in the small room, but can run about in the hall and can explain how to use tools and equipment safely. They develop a strong sense of self, recognising features of their own body and their position in their immediate family. Children behave well and are respectful of each other, older children are happy to negotiate and wait to take turns in their play. Adults present themselves as good role models, remaining calm and giving children time to discuss, initiate and manage their own play. Pre-school staff plan and provide many interesting experiences that help children to value and respect diverse communities and the wider world. The needs of all children are truly considered at all times to ensure access to a wide range of stimulating activities and resources that take into account children's individual needs, abilities and capabilities. Assessments are effective and meaningful, 'have a go' books record children's continuous progress and achievements from the onset, showing clear progression towards the early learning goals. Detailed information is shared with parents, carers and the child's next provision to ensure consistency and support to enhance children's developmental progress.

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	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	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	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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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