

Orleton Pre-School

Inspection report for early years provision

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Inspector Janette Elizabeth Owen

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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

Orleton Pre-school Group was registered in 2009. It operates from a new demountable building in the grounds of Orleton Primary School, near Ludlow, Shropshire. The building is fully accessible. Children have access to an enclosed outdoor play area. It is open each weekday from 8.45am to 4.30pm, term time only.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the setting at any one time. There are currently 34 children aged from two years to under five years on roll. The setting supports children with special educational needs and/or disabilities. School age children attend between 3.00pm and 4.30pm on Mondays and Tuesdays.

There are eight members of staff, all hold appropriate early years qualifications to at least National Vocational Qualifications to Level two. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at pre-school and develop positive relationships with staff. They enjoy a good balance of free play and planned activities both indoors and outside that promotes their learning and development well. Children's welfare is well supported by conscientious staff who ensure children's safety. Staff work with parents to ensure they are aware of children's individual needs and the support for children with special educational needs and/or disabilities are good but the sharing of information for children who also attend other early years providers is limited. The management committee and manager are committing to raising the quality of provision and have taken steps to identify areas of improvement of which have yet to be fully implemented particularly in relation to developing the educational programme further.

What steps need to be taken to improve provision further?

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

- develop systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends
- develop further challenging learning and development experiences that are appropriate to each child's individual stage of development as they progress towards the Early Learning Goals
- develop further the use of observations and assessments to identify learning

- priorities and plan relevant and motivating learning experiences for each individual child
- develop procedures for incorporating parents comments about their children into children's records, this specifically relates to obtaining information on children's stage of development and any specific learning needs.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have sound understanding of safeguarding, having recently completed Level one Safeguarding training. Their roles and responsibilities in relation to child protection set are out in the written policy which is also made available to parents. Effective employment procedures are in place and staff complete checks with the Criminal Record Bureau to ensure that they are suitable to work with children. Premises are safe and secure and risk assessments and daily checks are carried out to ensure the premises and equipment are safe. There are clear procedures in place for managing accidents and administering medication. A high regard is placed on ensuring children learn good hygiene procedures and any risk of cross infection is minimised through staff following good hygiene procedures.

All staff hold appropriate qualifications, training is ongoing to ensure that information and knowledge are kept up to date. Staff receive good support from the manager in charge who is experienced and knowledgeable and shares good practice with the staff team to ensure consistency of care and learning for all children. A varied range of interesting learning experiences are provided for children which ensure overall outcomes for children are good. However, the systems for planning, observing and assessing children's progress are still being developed and are not yet fully effective in supporting the teaching. For example, although, staff talk to parents about children's individual needs and interests, no formal systems are in place to obtain information on children's starting points in order for their individual needs to be considered in the planning. Observations are carried out and information recorded in children's development files but an effective system for identifying children's next steps is not used.

The pre-school has developed generally positive relationships with parents and carers. They are provided with detailed information on how the pre-school operates and the educational programme. Staff are available to talk about children's progress and share their development folders which contain photographic records of children's achievements. Parents are encouraged to be involved in supporting their children's learning and development at home, for example, borrowing books which the children can enjoy at home or sharing their own expertise and skills. Information on any specific needs are obtained enabling the special educational needs co-ordinator (SENCO) to work with other agencies in supporting children's individual needs. There are good links with the local school which are beneficial in helping children in the transition between the pre-school and school. Links with other practitioners and settings children attend are less well developed. Consequently, children's development and learning records and any other relevant information is not effectively shared.

Children thrive in the generally well organised and very well resourced pre-school. The recent move to the new building has had a beneficial impact on children's wellbeing and development. The management committee fully supports the pre-school, working well with staff to implement changes and develop the quality of the provision further. The management and staff have completed a self evaluation identifying clear targets for improvements, many of which have already been addressed and new targets set to ensure the continuing development of the provision and outcomes for children.

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

Children are making good progress in their learning and development. The educational programme includes a range of interesting learning experiences that are appropriate to children of different ages. However, on occasions children's learning is hindered because of a lack of differentiation between children of different abilities. Children are developing positive attitudes to learning, are confident and independent. The very good interaction between staff and children is effective in children developing their personal and social skills, helping them develop a sense of security and belonging through the positive relationships built-up with their key worker. Children behave well, staff are good role models who use positive strategies to encourage children to learn right from wrong and to be kind and considerate of others. Children show pride when they are chosen to be the group leader for the day demonstrating an understanding that they have been chosen because of their good behaviour. Children's views and opinions are sought, they are able to make choices and decisions themselves which promotes their self assurance and feeling of self worth.

Opportunities for learning are good. Activities are enjoyed by the children, help them acquire new skills and understanding in practical and meaningful ways. For example, a cookery activity was used exceptionally well to raise children's awareness of hygiene, healthy eating and to talk about their own knowledge and understanding of where food comes from. Children talk confidently about their own experiences and respond readily to questions posed by staff. The practical use of tools and equipment during the cookery activity enable children to develop their coordination and dexterity and to use their understanding of numbers and measurement when weighing ingredients. Children use their developing understanding of number and shape in a variety of ways, consolidating their understanding using construction activities, crafts, stories and songs. Explorative play using sand and water enable children to use their senses to find out why things happen. Patterns made with vehicles in the sand tray develop children's ability to make marks in readiness for reading and writing. Information Communication and Technology equipment (ICT) is readily available for children to use independently and develop confidence in using simple programs. Children are developing good skills for the future.

Children benefit from the commitment to ensure healthy eating is promoted and regular access to outdoor physical play. Healthy snacks and drinks are provided

and children are able to access a freshly prepared cooked lunch if they require. Children make good use of the outside play space and also are taken on walks around the local community. Spontaneous activities such as a walk in the snow provide good opportunities for children to develop their knowledge and understanding of the world around them. Plans to develop the outside play space further into an area where children can fully explore and develop their learning in a safe and secure area are in place. Children develop an awareness of personal safety because staff help them understand the reason for rules and codes of behaviour. They learn about road safety through activities and their awareness of safety is promoted through visits from people such as a fire officer. Activities based around religious events and celebrations raise children's awareness of the wider world and help them develop a tolerance and understanding similarities and differences.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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