

Gobowen All Rounders Childcare

Inspection report for early years provision

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EY236029

Inspection date

16/12/2009

Inspector

Fiona Robinson

Setting address

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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

Gobowen Pre-School opened in 1972 and operates from two main rooms in a Sure Start building, in the grounds of Gobowen Primary School, near Oswestry. There is ramped disability access to the building. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 8.00am to 3.00pm term-time only. The after school club operates from 3.00pm to 6.00pm, and the holiday club opens all year round. All children share access to an enclosed outdoor play area.

There are currently 61 children aged from two to under five years on roll. Of these, 37 children receive funding for early education. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school employs nine members of staff. Of these, all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good, because children are keen and interested in a wide range of activities. Staff work hard to ensure that individual needs are met in a stimulating and fully inclusive environment. Partnerships with parents and the host school are excellent and information is shared effectively. Children behave well and are sensitively involved in indoor and outdoor play. Manager and staff clearly identify where their strengths and areas for improvement lie and demonstrate a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the layout and resources of the outdoor area.

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well in the pre-school setting and the before and after school club because staff have a very clear understanding of safeguarding policies and procedures. Risk assessments are conducted regularly to keep children safe in their activities. Staff are deployed well to ensure children are fully supervised and are vigilant in supervising indoor and outdoor play. There are robust systems in place for staff recruitment and the collection of children.

Partnerships with parents and carers are excellent. They say that staff are very welcoming and that their children really enjoy coming to the setting. Information is

shared effectively through discussions, newsletters and the notice board. Parents are kept well informed of their children's progress and the individual development stories are shared with them each term. Links with the host school and the Children's Centre are excellent and the setting benefits from the use of the indoor and outdoor facilities. Excellent induction systems ease the transition of pre-school children into full-time schooling and assessment information is shared with staff.

The setting is well led and managed and effective use is made of resources to meet the needs of the children. Activities are monitored rigorously and there are good self-evaluation systems in place. Staff monitor and record the achievements of the youngest children in their profile folders. They meet together regularly and identify appropriate strengths and areas for development. They recognise the need to further develop the outdoor area of learning, including the Forest school area. They actively promote equality and diversity and ensure all children are fully integrated and achieve well in their activities. They demonstrate an enthusiastic and shared commitment to the development of good quality practice. The key person system is well established and assessment information is used effectively to plan the next steps in learning.

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

There is well-planned, purposeful play in both the pre-school and the before and after school club. Staff build children's interests and suggestions into the activities. For example, the children enjoy role play aboard the pirate's ship and imagine they are looking for treasure. Full use is made of the outdoor area for free flow play activities. However, staff have recognised the need to further develop the use of the wider outdoor area, including the Forest school.

Children are happy, secure and settled. They behave well and share resources sensibly with one another. They are keen to come to the out-of-school club because staff provide interesting activities. The older children enjoy going on bug hunts and building dens. They like making soup and using the digital camera to photograph their models and paintings. Staff have an excellent relationship with the children and encourage them to make independent choices.

Children attending the pre-school are provided with a wide range of activities which help to develop their language, social and mathematical thinking skills. Most can count up to 10 and beyond and recognise and write their names. Their listening skills are developed well when staff read stories such as 'Winnie the Witch'. They enjoy making a large Christmas cake together and work effectively with one another as they marzipan and ice it. Their skills are developed very well through topics such as 'Winter' and 'Christmas'. The older children at the out-of-school club recently enjoyed producing and performing their own pantomime entitled 'Twas a Night Before Christmas'. Festivals such as Diwali, the Christingle Service, the Chinese New Year and Ramadan enrich their experiences.

Children enjoy well-planned activities to develop a wide range of physical skills. Healthy eating is promoted well through preparing fruit salads, pizzas and healthy

fillings for snack time. Children recently achieved a Healthy Eating award and have a good understanding of the need to take exercise and play safely. They benefit from safety talks from the fireman and policeman. They respond well to the excellent care and support given by staff as they make biscuits and Christmas crackers, collages and cards. Children enjoy fundraising activities. Events such as the pre-school performance of 'Everybody Loves Christmas' at the local church strengthens the excellent links with parents and the community. Overall, children are well prepared for the next stage in their learning in this inclusive setting.

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

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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