

Digby Village Preschool

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*.

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

Digby Village Pre-school has been operating for many years and re-registered in 2006 when it moved premises. It operates from Digby C of E Primary School, Digby, Lincolnshire. It is run by a volunteer committee and uses a classroom in the school and also its outdoor play areas which are fully accessible. The pre-school is open daily during school term-time from 9.00am until 12.00pm and in the summer term from 12.30pm to 3.00pm. Children attend who live in the village and the surrounding rural area. The pre-school is registered to care for 20 children aged between two and five years of age. Currently, there are 22 children on roll, including 13 who receive funding for early education. Four members of staff work regularly with the children. All have appropriate Early Years qualifications and the manager is undertaking an Early Years Foundation degree. The group is a member of the Pre-school Learning Alliance. The pre-school is starting to build stronger links with the Reception class teacher. It is placed on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school supports children whose first language is not English and is able to support those with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Digby Village Pre-school provides a happy, relaxed and inclusive environment where the individual needs of all children are soundly met by caring staff. Children make satisfactory gains in their learning because of this. There has been a recent tightening of welfare procedures and practices along with a new impetus to develop the way the pre-school is led and managed. As a result, its capacity for ongoing improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- build on the partnership with parents to ensure they are fully aware of the Early Years Foundation Stage and make more use of the learning journals, in terms of building on and enhancing what children are capable of and can do at home
- monitor what is provided to ensure time is well used, good practice shared and the impact on children's learning evaluated
- offer more challenges, when appropriate, for more able children in terms of extending their early number, reading and writing skills, through working closer with other Early Years providers.

The effectiveness of leadership and management of the early years provision

All policies and practices designed to keep children safe and secure are in place, including those to ensure equality and eliminate discrimination. They have recently been reviewed and updated with the help of targeted support from the local authority who recognised written procedures do not necessarily reflect current practice. Appropriate checks have been made on those who work with the children. There is a sound awareness of health and safety and a developing awareness in response to reducing any risks. Staff are appropriately trained and all hold First Aid qualifications. The playgroup has taken a shared team approach to reviewing how well it is doing. However, whilst discussions show an increasingly thoughtful approach to improving provision, this is not yet reflected in improvement planning.

A new project intent on improving leadership has just started. Although early days, the pre-school has recognised there is work to do such as writing a handbook, training for the special educational needs coordinator and introducing an appraisal system. Partnerships with parents are satisfactory. There are strong day-to-day links but the partnership to support learning is not as strong. There is an informal sharing of information about what children can do at home. However, parents are not yet contributing as much as they could to the Learning Journals and some of the learning at home goes unrecognised. Parents spoken to at the pre-school were very supportive of the staff. The pre-school has secure systems in place to ensure the move to the Reception class goes smoothly. The feedback from school is positive regarding how quickly children settle in and are ready to learn. This is because the children's personal and social development is good. The pre-school are welcoming the beginnings of a more productive relationship in terms of a shared approach to learning. It is very early days in this respect and the partnership to build on learning is much less strong.

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

Children feel safe and secure and look forward to coming here. They enjoy their time and are confident and sociable with staff and with each other. For example, during snack time they volunteer to help with setting the table and are eager to cut up the fruit they bring in. Staff use this time well, for example, by asking if children have more or less apple than each other. Children share well and know about taking turns, enjoying conversation with adults and each other. New children are cared for individually with kindness and concern. Behaviour is good and staff help, for example, by thanking them for listening well. Children enjoy the fruit, vegetables and bread sticks and get a good amount of exercise when they play on the trikes and run around outside. Both through helping with jobs like handing out place names, performing a nativity in the church and visiting animals in the village, they have a good level of community involvement. The overall learning taking place is satisfactory. The pre-school takes a good deal of notice of children's interests, for example, fetching out new play dough when they ask for it. Things

children want to do but don't have time are usefully recorded on the board for the next day. However, the strategies for encouraging children to learn and develop tend to come as a result of the children taking the initiative rather than any pro-active approach to extend the skills they already have. A good example was seen during the visit where an in-depth discussion about the planets, (one of the children's interests), took place using a specially obtained picture book. This resulted in both staff and children learning new things and children understanding more about natural and topical disasters such as earthquakes. However, other opportunities like encouraging more able children to recognise the letters in their names or even begin to write them for themselves, which many are capable of and indeed some can do at home, are missed. Whilst staff recognise some things work better than others, there is currently no way of monitoring the learning in order to help staff improve. Similarly, the impact on children's learning is not checked or discussed. Use of time is variable. Some group sessions are well focused, but others go on for too long and children lose interest. This means important and enjoyable times for sharing a book in a circle and discussing it in a group are sometimes compromised.

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	3
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	3
The extent to which children achieve and enjoy their learning	3
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	3

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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