

# Lindridge Pre-School Group

Inspection report for early years provision

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| <b>Unique reference number</b> | 205271   |
| <b>Inspection date</b>         | 29/01/2010   |
| <b>Inspector</b>               | Jenny Batelen  |
| <b>Setting address</b>         | Lindridge C of E Primary School, Lindridge, Nr Tenbury Wells, Worcestershire, WR15 8JQ |
| <b>Telephone number</b>        | 01584 881466   |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | 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**

Lindridge Pre-School, opened in 1992 and is managed by a committee of parents. The group operates from a demountable building in the grounds of Lindridge C of E Primary School. It is located approximately five miles from Tenbury Wells just off the main Worcester to Tenbury Road. Children come from a wide catchment area in this rural environment. All children share access to an enclosed spacious outdoor area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register from 2007. There is disabled access.

A maximum of 20 children aged between two and five years may attend the group at any one time. There are currently 22 children aged from two to under five years on roll, including 17 funded three and four year olds. Support is available for children with special educational needs and/or disabilities and for children who speak English as an additional language. The group is open each week day during term-time only. Sessions are from 9.00am to 3.00pm on Monday, Tuesday, Wednesday and Friday, and from 9.00am to 12.00pm on Thursday.

The group employs two staff who hold appropriate Level 3 early years qualifications and a temporary member of staff who is undergoing training. The setting is a member of the Pre-school Learning Alliance and has achieved the highest level in the organisation's Accreditation scheme 'Aiming for Quality'. The pre-school has support from the local authority, attends providers' forums and early years partnership meetings and has close links with the primary school and other pre-school settings.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individual needs and interests are highly valued and responded to through observation and discussion with the children. A wide variety of activities, adult-led and independent, ensure that all children are able to make good progress. Staff have a very good understanding of the needs of Early Years Foundation Stage children. Self-evaluation is used as an effective tool to further develop the provision. As a result there is good capacity to improve.

## **What steps need to be taken to improve provision further?**

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

- develop self-evaluation to involve parents and children
- extend the use of the outside area, as building developments allow, in order to increase the opportunities for the good progress of all children.

## **The effectiveness of leadership and management of the early years provision**

The leadership and management of this childcare provision is good. The staff are experienced and committed to continually improving the provision. Policies, procedures and risk assessments are in place and regularly reviewed. There is a good understanding of the Early Years Foundation Stage requirements. Adults have appropriate qualifications and undergo ongoing training. There has been very good progress on the recommendations from the last report.

The welfare and safety of the children is very important, and this is reflected in clearly established routines and extremely thorough safeguarding procedures that comply with current legislation. The pre-school encourages happy and independent children, who feel safe and who play very well together, and chat confidently to each other, staff and the visitor.

High quality resources enable all children to make good progress in a variety of activities of their choice. Children with special educational needs and/or disabilities are supported to make good progress. The staff evaluate the work they are doing and continually update this evaluation to show how improvements are taking place and the impact of these on the provision for the children. Parents and children are not yet involved in this process, although this has been identified as a development area.

Links with parents and carers are excellent. Key information is on display in the entrance area and includes the planned activities for the week. Newsletters keep parents informed about what is happening. Parents and carers are very positive about the pre-school and the 'broad spectrum of life' opportunities the children are given. They speak highly of the way children play well together and make good progress. Links with external agencies, including the school and other settings attended by children, are very strong. The playgroup is well supported by the Local Authority.

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

All children are able to make good progress towards the early learning goals. They enjoy their time in the playgroup and make independent choices of their activities including playing in the 'construction site' in the sand, exploring making 'snow' by adding water to prepared powder, watching it change and then moulding it to make snow castles.

The very secure and safe space is well-equipped, with resources easily accessible. The outside area is well set out with good resources, but currently not freely accessible. Current building developments are planned to improve this and allow children free access to the outside at all times. Use is made of the school playground and children thoroughly enjoyed the opportunities to run around, play hide-and-seek and investigate how many children will fit into an empty tub.

Children's safety and well-being is very important, children are confident that they are well cared for and can ask for help at any time. Children are independent in their hygiene routines. Key workers are allocated to all children and there is a set pattern of discussions between parents and key workers, throughout the children's time in pre-school. Excellent relationships exist between all in the pre-school, behaviour is excellent and as a result children work and play well together.

Planning is based on themes and responds and adapts to the interests and developmental needs of the children. Ongoing observations help staff to identify children's interests and their progress in the different areas of learning. These are recorded in the profile record, which is shared and passed onto school. Children's work is valued and displayed.

Children are encouraged to develop a healthy lifestyle through healthy drinks and snacks. Healthy lunches are provided in lunchboxes and some children take the opportunity to eat school dinner. Exercise is planned for through use of the outside area and the school playground. Children's understanding of the wider world is developed through books that are available, the celebration of festivals and visitors representing different cultures. Transition to school is well planned for with regular visits and good communication between staff.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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

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|--|---|
| 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

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 1 |
| 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