

Sandford Pre-School

Inspection report for early years provision

Unique reference number	115294
Inspection date	25/05/2010
Inspector	Rachael Williams

Setting address	Methodist School Rooms, Hill Road, Sandford, Winscombe, Avon, BS25 5RJ
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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

Sandford Pre-School is situated in the village of Sandford in North Somerset. It is committee run and has been operating since 1978. The group runs from the Methodist School Rooms which consist of the main hall, entrance hall, toilets and kitchen. Children have access to a specific outdoor area which is situated across the road.

The group is open term time only. On Mondays, Tuesdays and Thursdays the group is open from 9am until 3pm and on Wednesdays and Fridays from 9am until 12.30pm. The session includes opportunities for children to remain for a pre-packed lunch. The group is registered on the Early Years Register and both parts of the Childcare Register for a maximum of 20 children aged between two years and under eight years. There are currently 16 children on roll; all of whom are in the early years age range. The group supports children who have special educational needs and/or disabilities.

The committee employs five members of staff to work directly with the children. All staff have level 3 qualifications in early years and the deputy is presently completing her level 4 early years training. The group receives support from the local authority and are members of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Good relationships have been established with the children by caring practitioners. They have good knowledge of the children through their observations and discussions with parents. Positive relationships have been established with parents, other early years providers and key professionals to ensure the needs of the children are routinely met. Children's welfare is promoted effectively. They make good progress in their learning and development and are actively engaged in a good range of experiences. Systems to self-evaluate are in their infancy and are not fully embedded into pre-school practice. Practitioners and the committee have an adequate sense of direction and are aware of the improvements they wish to make.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure suitable vetting arrangements for regular volunteers and that those who have not been checked do not have unsupervised contact with the children (Suitability of adults)

18/06/2010

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

- develop the self-evaluation system to analyse and monitor the improvements that are made
- develop further risk assessment arrangements to include resources, equipment and anything children may come into contact with.

The effectiveness of leadership and management of the early years provision

Children enter an organised, warm and welcoming environment. The room is organised into specific areas so that children can access a broad range of activities. Resources are at a low level so that children can access them independently. A safe and secure environment is provided and sound systems have been established to ensure that children are safeguarded. Basic risk assessments of the areas used by the children have been completed. However, these do not include comprehensive details of how the risks are reduced. In particular, the group have not included activities the children may engage in, such as using scissors and knives. Staff encourage the safe collection of children and ensure appropriate adults are detailed on the registration form and any changes to this discussed with staff and noted in the register. All adults visiting the setting are required to sign in and out and are supervised by suitably vetted staff to ensure children's safety. However, a regular volunteer to the setting has yet to complete one. This is a breach in specific legal requirement. The staff are aware of safeguarding issues and would take appropriate steps should a child protection incident arise.

Parents receive a wealth of information from the group and there is a daily exchange of information. Parents are able to contribute to children's learning through the daily communication book which accompanies children's selection of a favourite story within their book bag. Some parents contribute to the learning diaries with starting points, capabilities and 'WOW' moments, however, this is not consistent. There is excellent liaison with parents and professionals to ensure continuity to children with additional needs care. Appropriate individual education plans are established and routinely assessed to ensure children are making appropriate progress. Children are offered appropriate support and staff receive relevant training, for instance, to initiate Picture Exchange Communication Systems, to support children in their communication skills. There is excellent liaison with the local schools to ensure the smooth transition for all children as they start in the reception class; this also includes involvement in the Link programme. A communication book is used to pass pertinent information from the pre-school to another early years provider to ensure continuity in care for that child. Children have a good sense of belonging, for instance, children's birthdays are openly celebrated. Staff have good knowledge of the children in their care, treating them equally yet acknowledging their uniqueness.

The group have made sound progress in addressing previous recommendations. For instance, a suitably equipped outdoor area has been developed with the support of the parents. Through the development of this area the staff have worked well with early years advisers to obtain a grant to support their ideas on

how to transform this area. Through evaluation of the space staff have seen the need to provide alternative resources, such as logs and planks, to further develop children's balancing skills. The group are beginning to use a quality improvement plan to evaluate their provision. However, this is in its infancy and, as yet, does not show how identified improvements are analysed, monitored and evaluated with regard to the impact they have on children. The group work closely with early years advisers and are usually quick to address any recommendations, such as providing labels to the resource drawers to aid children's independence.

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

Children quickly become engaged in activities and initiate their own play which is well supported by knowledgeable staff. For example, children work collaboratively when playing with the wooden blocks. They place the blocks in a zigzag path and carefully take turns to step on the pieces showing good spatial awareness and balance as they travel along the pathway. They are mindful of each other and careful not to overbalance or push each other. Children show perseverance with tasks. For example, one child spends many minutes placing small cubes on top of each other to create a tower. When she has accomplished the task she smiles and jumps around happily, pleased at her achievement. Children are able to make decisions about their play, for instance, an older, more able child explores her creativity. She has access to a wide range of recycled materials and joining equipment to develop her independence. On the whole, children behave well and are clear on expectations and boundaries. When minor disputes arise staff encourage the children to resolve the conflict amicably and support them through the use of resources, such as a sand timer, to encourage cooperative play. Children sit attentively for circle time. They listen for their name and respond appropriately; some are beginning to recognise the letters in their names whilst others are supported as staff introduce phonetic awareness.

Staff work together to plan a broad range of experiences to promote learning in all areas. They are mindful of children's interests and the activities they engage in and these contribute to future planning. Pertinent observations, although not linked to children's stage of development, are made of children's engagement in activities and these contribute to the assessment system in order for learning priorities to be clearly identified.

Children are aware of their own personal needs. For instance, one child, aware of routines as they tidy away, informs a member of staff that he is not hungry and doesn't want anything to eat at snack-time. Hygienic routines such as, sterilising tables before use, ensure children's well-being. All children are aware that they need to wash their hands before eating their snack and do so with antibacterial soap. Individual paper towels are readily available for children to dry their hands to minimise the spread of infection. Children have numerous opportunities to be outside and physically active in the new play area. They become aware of sun safety and are encouraged to wear sun hats and are frequently offered drinks to ensure they remain hydrated. They have completed a healthy eating topic and have had opportunities to grow a range of vegetables, such as pumpkins and

radishes, which they will be able to sample when they harvest them.

Children are beginning to become aware of their own safety. For example, when a child places plastic pliers in her mouth she is sensitively reminded that she may hurt herself and is asked to take them out. Staff are vigilant and ensure that appropriate measures have been put in place to secure children's safety. For example, stair gates prevent children accessing the balcony, where an abundant range of resources are stored, and the kitchen. When crossing the road to the play area and engaging in local walks staff ensure children's safety and remind them to wear high-visibility vests and encourage them to become aware of road safety. Robust systems have been established to record administered medication and accidents, which are countersigned by parents.

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	2
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	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	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