

Krakatoa Pre-school

Inspection report for early years provision

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Inspector	Tom Radcliffe

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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

Krakatoa Pre- School is run by a parent committee. It opened in 1998 and operates from a large hall in a community centre. It is situated in the small village of Lewknor close to good road links to Oxford and London. A maximum of 20 early years children may attend the nursery at any one time. The setting is open each weekday morning from 9.00am to 12.00 in term time only. All children share access to a secure enclosed outdoor play area. There are currently 36 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four. Krakatoa Pre-School mainly provides for children in the local area. The nursery employs five members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is able to very effectively meet the learning and welfare needs of all children as it works with a good understanding of their individual needs and characteristics. Children thrive in a well organised setting and are able to make decisions about their own play. They show good levels of independence and use their time well as they access interesting and worthwhile learning opportunities. The setting has outstanding partnerships with parents, other settings and the local authority which helps to ensure that most children make good progress. The provider ensures that the setting uses effective self-evaluation to gain an accurate understanding of its strengths and weaknesses. This enables the setting to enhance its level of provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop systems for the observation and assessment of children to ensure that they achieve as much as they can in relation to their starting points and capabilities.

The effectiveness of leadership and management of the early years provision

The setting informs parents of its work with children through the use of well written and concise policies and procedures. Parents value this information which helps to ensure that the setting is managed safely, efficiently and in the interest of all its users. Children are very well safeguarded at all times as knowledgeable staff consistently implement effective procedures. As a result all adults are vetted for suitability and all working practices protect children. Children enjoy good levels of

support by staff and play in a safe environment that has been thoroughly risk assessed to reduce potential hazards. This helps children to explore and take risks which have a positive impact on their confidence, independence and ability to make decisions. Children happily play indoors and outdoors in groups of varying sizes. The setting promotes children's good health and well-being at all times, for example, in the way that it manages illness or minor injuries and in its use of hygienic procedures.

The provider uses effective self-evaluation to ensure that all in the setting have an accurate understanding of what it does well and what may need to be improved. The manager ensures that everyone in the setting has an opportunity to contribute to self-evaluation and staff work as an effective team when setting targets and compiling action plans. The setting is highly reflective in its work and all staff appreciate the opportunities to contribute to the development of the provision in regular staff meetings. There have been improvements made since the last inspection. The setting works with a profound understanding of the value of effective partnerships. The working relationship with parents underpins its effective work with children. In addition significant partnerships with other settings and professionals supports children's ongoing learning and development.

Children are able to access a spacious and well organised play environment. All resources that children use support their learning and development in all areas. Staff work with great skill to facilitate children's free choices as they play and so enhance their learning and enjoyment. Their timely interventions keep children on task and ensure that children are able to understand the potential for learning and play that is available to them. The setting promotes inclusive practice at all times as all children are treated as individuals with the capacity to make progress and build on what they can already do. Children are given valuable opportunities to learn about their diverse world, for example, as they find out about countries from around the world and people who live there. Children with additional learning are effectively accommodated within the setting as designated members of staff help in the early identification of needs.

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

Children make progress as they direct their own play in a child-friendly setting. The setting uses well conceived processes to accurately establish the starting points of children and staff make careful observations to understand progress made. Staff share information about children when formulating plans about their next steps in learning which are based on their interests and needs. The setting collects together a range of assessment information for each child to ensure that their understanding of their progress helps them devise an interesting and challenging play environment.

Staff promote children's choices very well; as a result children make shapes with dough, use mark making equipment and use resources to find out about different countries. Children respond well to adults as they listen to advice that is given to them and include them in their imaginative play. Children use role play equipment to copy real life situations as they make drinks to share with adults and deliver

shopping to them. When working with a parent cooking pancakes children were able to enhance many areas of their learning in a stimulating and enjoyable way. In addition children enjoy working directly with adults as they share stories and find out about numbers, letters and sounds. Children also have many opportunities to develop their physical skills as they play both indoors and outdoors. Children's language development is promoted through the conversations that they have and by the use of questioning by adults. They also are given opportunities to understand about writing as they use their own names and other labels. The setting has a very good understanding of the Early Years Foundation Stage and of how young children learn through first hand experience and play. The planning and assessment strategies in place are effective. However the setting should continue to develop systems for the observation and assessment of children to ensure that they achieve as much as they can in relation to their starting points and capabilities.

Children's welfare is promoted very well by the setting. All children are safeguarded and they have an age appropriate understanding of their safety and that of other children. Children show very high standards of behaviour as most children show a positive attitude to other children. They readily share, take turns and involve each other in their play. Children also show the ability to manage their own behaviour and staff play an important role in promoting these important skills. Staff allow children to have an understanding of the varying needs of other children, for example, that older children may have different skills and abilities to younger ones. This occurs naturally as children of all ages play together. Children show the ability to concentrate and build on existing skills as well as learning that different activities require different responses, for example, when in circle time and when outside.

Outcomes for children are promoted very well by the setting. Children enjoy their time in the setting as they make choices, invent games and help organise routines such as at snack time. Children like to explore their environment and tackle most activities with enthusiasm. Children feel very safe and secure while in the setting as a result of their excellent relationship with adults. This enables them to confidently talk about themselves and things that are important to them. They have many opportunities to learn about keeping themselves safe, for example, when playing outside on very sunny days. Children are given a very good understanding of healthy lifestyles and choices as they talk about healthy eating and have a very good attitude to exercise and activity. In addition children respond well to challenges that they encounter as they play and to expectations that adults have on their ability to make progress and achieve. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.

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	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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