

Croft Pre-School

Inspection report for early years provision

Unique reference number EY402798
Inspection date 07/06/2010
Inspector Hazel Christine White

Setting address Croft C of E Primary School, Brookes Avenue, Croft,
LEICESTER, LE9 3GJ
Telephone number 01455 282643
Email office@croft.leics.sch.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Croft Pre-School re-registered in 2009. It operates from the community centre which is situated in the grounds of Croft Church of England Primary School in the village of Croft in Leicestershire. The pre-school is run by the Governing Body of Croft Church of England Primary School. They serve the local and surrounding areas and have strong links with the school. There is a fully enclosed play area available for outdoor play.

A maximum of 24 children may attend the setting at any one time. The pre-school is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It is currently open each weekday from 9.00am to 12 noon during term-time. There are currently 26 children on roll, all of whom are within the early years age range. Children are able to attend for a variety of sessions.

The setting employs two members of child care staff. Both hold appropriate Early Years qualifications. The manager has an Early Years degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are at the heart of all that happens in the pre-school. They and their families are warmly welcomed and staff demonstrate through their everyday practice, enthusiasm and professionalism that each child is valued and special. Staff thoughtfully organise the environment and plan an exciting range of experiences for children that help them to make good progress in their learning and development. Documentation is maintained well and partnerships with parents and others are good. The pre-school demonstrates a strong capacity for improvement and successfully uses self-evaluation to monitor practice and improve outcomes for children. They have identified a need to increase information technology resources and review communication systems.

What steps need to be taken to improve provision further?

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

- develop further, the range of resources and activities which help children to find out about and learn to use information technology to support their learning
- develop further, ways to encourage parents to contribute to their children's learning and development records
- review the suitability of equipment to maintain contact with parents and ensure emergency procedures are fully effective.

The effectiveness of leadership and management of the early years provision

Staff know how to safeguard children and clear child protection procedures are in place. Robust vetting procedures ensure that all adults working with children are suitable to do so. The setting is safe because staff are vigilant with regards to safety and security. They visually check the premises and equipment on a daily basis and remind children about being careful and using resources safely and considerately. A risk assessment record is well maintained and this successfully helps to identify and minimise a range of potential risks to children. A range of fully inclusive policies and procedures are shared with parents and these are in the process of being reviewed to ensure that they remain effective and reflect current practice. Documentation is maintained well and securely and confidentially stored.

Good relationships are developed with parents and carers, this means they are well informed about the provision and are able to share quality information about their children's care needs. Flexible settling-in procedures provide reassurance for parents and allow children to settle at their own pace. However, at present the setting does not have good access to a phone. The nearest phone is situated in the school office. Although there are suitable systems in place for passing messages on, it means that parents cannot directly speak to a member of pre-school staff when they wish too and emergencies situations may not be dealt with swiftly. Strong links have been forged with other settings that children attend and the staff team actively seeks and acts upon support and advice from the local authority advisory team. Staff adopt a range of strategies to try and encourage parental involvement, for example, they invite parents to events and parent evenings enable them to discuss their child's progress. However, parents are not yet actively encouraged to contribute to their children's development records to fully ensure consistency of care and learning.

The leadership and management of the provision is strong. Children benefit from the enthusiastic and committed staff team who strive to make the environment attractive and welcoming to all. Regular communication between staff and the management team means that good practice and the desire to make the setting the best that they can is actively encouraged and shared. Staff members have attended a variety of relevant training courses and they effectively use learning to improve practice and experiences for children. Reflective practice is ongoing at all levels and parents are invited to express their views, both formally and informally, for example, through questionnaires and daily chats. Parents comment positively on the introduction of free-flow play and the friendly and helpful staff.

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

Children are having lots of fun. They are making good progress in relation to their starting points because they are happy and secure and staff plan experiences based on their individual needs and interests. Staff demonstrate a strong knowledge and understanding of how children learn and develop. They observe

children on a regular basis and thoughtfully use what they see and know to help assess each child's progress and to plan for the next steps in their learning. Learning and development records are shared with parents, although, they are not yet actively encouraged to contribute to them. Staff regularly chat to parents' about their children's progress and make suggestions as to how children's learning and skills can be developed at home. Each child is valued for who they are and staff carefully consider the different needs of individual and groups of children and adapt experiences as necessary.

Children are very confident in their surroundings and make choices about their own learning. For example, they decide whether to play indoors or outdoors and freely select toys and resources they wish to play with. Staff are on hand to assist when needed, for example, helping children to put on their outdoor clothes and painting aprons. Children are active learners, they are curious, ask questions and are very eager to participate in all activities. They engage easily in conversation with each other and in small and large groups. They confidently introduce themselves to visitors and enquire what they are doing in the pre-school. Staff lead by example and encourage an atmosphere of co-operation and calm. They manage children's behaviour very effectively and as a result children learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. They respond positively to well-directed praise and encouraging. Children's achievements within the group are acknowledged through the use of 'clever koala' and 'fabulous fudge'. These are soft toys that the children take home following special achievements or when they have been kind and helpful to others. This helps children to develop a sense of responsibility and increases their self-esteem.

Children learn about the wider world because they have access to a variety of resources that reflect diversity and regularly participate in activities inspired by religious and cultural festivals. For example, they celebrate Christmas and explore the Chinese New Year, proudly performing a dragon dance to their parents. Staff skilfully help to prepare children for future life by increasing their language and communication skills. Children listen to their favourite stories and loan books to take home. They enthusiastically share their news at circle time describing in detail where they have been and what they saw. Children's ability to use information technology is not yet fully enhanced because staff have identified that there is a need to increase resources that support children in this area of learning.

Children's health is effectively promoted. They have a range of healthy snacks and drinking water is accessible at all times. Children are learning about the benefits of a balanced diet through discussion at snack times. They take part in cooking activities and discuss the ingredients that they have used. These activities are thoughtfully planned to ensure that children with allergies or particular dietary needs can fully participate. All children enjoy regular access to the outdoors. A section of the playground is used on a daily basis and with prior arrangement children have full use of the climbing equipment and large expanse of lawn so that they can run around and expend energy. Children's understanding of safety is clearly demonstrated through their play and communication. For example, they take part in regular fire drills and are gently reminded about safety issues whilst

playing outdoors. They know that they have to take care when using scooters outside and skilfully manoeuvre around obstacles.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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