

# Downhall Under Fives

Inspection report for early years provision

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**Unique reference number**

EY403443

**Inspection date**

09/07/2010

**Inspector**

Tina Anne Mason

**Setting address**

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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.

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**

Downhall Under Fives is run by a committee under an incorporated charity. It was established in 1987 and moved into the current premises in 2009. It is situated a purpose built facility in a rural setting. All children share access to a secure, enclosed, outdoor play area. Access to the premises is via a ramp to the front of the premises. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 09.20am to 4.20pm Monday, Wednesday and Thursdays, 9.20am to 1.20pm Tuesdays and 09.20am to 12.20pm on Fridays.

There are currently 48 children from two to five years on roll. 31 funded children aged three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community. The setting supports a small number of children who have special educational needs and/or disabilities. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs six staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Staff have a very secure understanding of the Early Years Foundation Stage (EYFS) and competently deliver a wide range of activities that cover all areas of learning. This leads to children's welfare and learning being promoted to a good standard. Staff show a good knowledge of each child's individuality and interests and use this information to provide for their individual needs. Children are making good progress given their starting points, age and ability. Partnerships with parents are very good. The staff demonstrate a commitment for continuous improvement. The process of self-evaluation has begun, however, it has not yet been completed in full.

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

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

- develop the use of self-evaluation to reflect on practice in order to maintain continuous improvement.

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

Children are effectively safeguarded in this safe and secure pre-school environment. The staff team complete detailed risk assessments and ongoing

health and safety checks throughout the day, to ensure children's safety at all times. Robust safeguarding policies and procedures are effectively implemented by fully trained staff, who have a good understanding of their role and responsibility should a child protection concern arise. Robust recruitment procedures and suitability checks are in place, to ensure children are cared for by skilled suitable persons. Staff's ongoing suitability is fully addressed during annual appraisals. Children's safety is paramount. Visitors to the setting have to sign in the visitors log book and are supervised at all times. Regular fire evacuation practises are maintained, to ensure children are evacuated quickly off the premises should an alarm be raised. A detailed set of policies and procedures that are regularly reviewed ensure the smooth running of the setting. Daily registers show the attendance of children and their key workers.

The pre-school staff team are dedicated, committed and experienced practitioners, who work extremely well as a team. The staff regularly meet to discuss practice issues, planning and observations. Systems are in place to obtain suggestions and feedback from parents, who are regularly consulted. For example, the staff team are currently reviewing the use of the home diaries as suggested by the parents. Staff are committed to change and are always receptive to ideas for further improvements and have started to complete the self-evaluation process. Although, this requires further development to ensure plans for the future are well targeted to bring about further improvement to the provision and outcomes for children. The deployment of resources is very good. The staff review and monitor the environment regularly, to ensure children's needs are met. The room is effectively organised, to enable children to make choices and decisions as they play from the many continuous play areas created. These are very well resourced and fully cover all the areas of learning. Staff deploy themselves well, to ensure children are challenged and supported at all times as they play.

The pre-school establishes positive relationships with parents and carers, to ensure children's needs are well met. Parents express a high regard for the care and service the pre-school staff provide. They find the staff very caring, friendly and approachable, and their children are progressing well. Children's progress is well documented and recorded. Staff work with parents to obtain additional support for children with special educational needs and/or disabilities. They also understand the importance of working with other settings children attend.

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

Children are well settled and thoroughly enjoy their time at this stimulating and friendly pre-school. The key worker system in place ensures that staff get to know the children well and are able to help them settle and develop their own interests. The playroom is resourced with good quality equipment that is organised to support children's independent thinking and learning across all areas of the curriculum. Children can see where their toys are stored as the storage boxes are clear with labels showing the contents within. Children make very good progress in their learning and development as staff have a clear understanding of the Early Years Foundation Stage requirements. Staff obtain information about children's

starting points from parents initially and then make their own assessments from the observations undertaken throughout the sessions. The staff record individual progress files and learning journeys for each child detailing observations and photographs of their achievements. The information gathered is used consistently to track children's progress in all areas of learning.

A lap top computer is available for children to help them to learn about information technology. Children have lots of opportunities and enjoy building and constructing with a wide range of objects, selecting appropriate resources and adapting their work where necessary. They are given lots of opportunities to listen with enjoyment, and respond to stories and songs. For example, during the inspection a member of the local library came into read to the children and give them information about at school holiday project being held at all libraries in Essex. Children confidently seek out members of staff to read to them in the cosy and inviting book corner. In addition, the children enjoy large story sessions where they are read books familiar to them, where they are able to join in and anticipate what is coming next. Children show awareness of space and others as they run around the garden in a controlled manner and are able to weave in and out of each other. Activities are provided for the children to estimate, when playing with the water, tools are used to help the children use positional language. Children are able to explore colour, texture and shape, through art and craft activities. For example, children enjoy art and craft sessions where they can paint, stick, draw and construct using a variety of different medias when making flags of different countries around the world. Children are able to use number names in order in familiar contexts. For example, children enjoyed counting the number of jumps they wanted to take on the trampoline, most were able to confidently count up to ten jumps.

Children sit and listen attentively at registration and circle time and respond appropriately when they hear their names called out. The children learn important lessons, such as being kind to each other and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. For example, they use scissors safely and they do not run in the setting. Children feel safe as they form close relationships with staff and other children in the pre-school. They learn to adopt healthy lifestyles as they are reminded about everyday hygiene routines, such as washing their hands before eating. They enjoy healthy snacks, such as fruit. They enjoy daily fresh air and exercise. Children develop their fine motor skills as they use scissors, glue sticks and mark making equipment, such as paint brushes. They learn about diversity by playing with multicultural play equipment, such as dolls, dual language books, dressing up and small world play figures.

## 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

<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

<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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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### Outcomes for children in the Early Years Foundation Stage

<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	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