

Beetley and District Pre-School

Inspection report for early years provision

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01/04/2010

Inspector

Godfrey Bancroft

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.

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Description of the setting

Beetley and District Pre-school opened in 1971. It operates from one room in a mobile building sited in the grounds of St Mary's Primary School in Beetley. Beetley and District Pre-school serves the local area. There are currently 38 children from two to five years on roll. This includes 21 funded three-year-olds and seven funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs but none who speak English as an additional language. The group opens five days a week during school term-times. Sessions are from 9.00am until 12.30pm and from 1.15pm until 3.15pm. Six part-time staff work with the children, all of whom have early years qualifications to NVQ Level 2 or 3 and one is working towards a Level 4. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting meets the needs of the children in the Early Years Foundation Stage and promotes inclusive practice exceptionally well. Continuous improvement and the capacity to improve in the future are also outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider completing the planned work to improve the accommodation to support children's learning out of doors.

The effectiveness of leadership and management of the early years provision

The outstanding quality of leadership and management has a very positive impact on children's welfare, learning and development, to the extent that they make excellent progress in all aspects. Arrangements to safeguard children and to ensure they are safe and happy at the setting are excellent and meet all current requirements fully. All staff are very well informed about the learning and personal needs of each child. As a result, children settle in quickly, rapidly gain confidence and become highly competent learners for their age.

Self-evaluation includes the views of all stakeholders and is both thorough and accurate. In this respect the liaison between the management committee, the leader of the setting and the staff is excellent. During the inspection staff met to discuss updates to policies and to the self-evaluation process, which were then submitted to the managing committee for their views and approval. All this results

in an agreed and clear view about how well the setting is working and what it needs to do to improve further. No one is complacent and all concerned are constantly seeking to bring about further improvements.

Partnerships with parents and carers are excellent. They are welcomed into the setting whenever they visit and are full of praise for the quality of its work. Parents' opinions are taken into account whenever developments are planned and their views about the quality of provision are sought regularly. Parents and carers also make an excellent contribution to the setting through their willingness to volunteer their help and by contributing to fundraising events. For example, fish and chip quiz evenings, the Bonus Ball Fund and the Easter Egg Raffle. This is a setting which is very much at the heart of its community and is greatly appreciated by all.

Staff make excellent use of the available accommodation and deploy resources well, to the extent that children's needs are met exceedingly well in all respects. However, the site is relatively small and space is limited. The management committee and leader are currently seeking to bring about further improvements by building a canopy over the outdoor play area. When complete, this development has the potential to greatly improve this aspect of provision.

Liaisons with partner providers are outstanding. The school to which most of the children go when they leave the setting is full of praise for the qualities which children bring with them. The setting keeps up-to-date through very effective contacts with support agencies and by a well-structured programme of professional development. This is all part of the clear commitment to maintaining practice of a high quality and the quest for excellent continued improvement.

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

Children settle in quickly when they first start to attend and remain settled on arrival each day. They are familiar with the well-organised routines and know exactly what to do. Their enthusiasm for all activities is boundless. They are eager learners and full of energy. Increasing maturity and rapidly developing social skills mean that children are capable of working independently and sustain their interest in the broad range of activities. They also play and work together very well and are sensitive and supportive of each other. All this serves to illustrate the excellent contribution they make to their community.

Children take great delight in talking about what they are doing and sharing their thoughts with the adults. One child asked the inspector what he was doing. In reply to the inspector's explanation the child said he thought the setting was 'very good indeed'. The extent to which they achieve and enjoy their learning is excellent. Their response, at all times, presents a strong indication of how safe they feel and they are remarkably well informed about how to eat wisely and the value of regular exercise.

Impressive gains in confidence and excellent progress in all areas of learning are

based on the outstanding support provided by staff. Every opportunity is taken to promote children's speaking and listening and their early writing and calculation skills. The setting provides a well structured framework for children's learning that provides activities covering each area exceptionally well. Children have the freedom to choose whether they learn indoors or outdoors and what activities they want to participate in. For example, they can play out on the tricycles or read quietly in the book area. However, staff are ever vigilant to ensure that no area of learning is neglected and children experience the full richness of the available activities, enabling them to acquire skills they will find helpful in the future very well indeed.

The assessment of children's progress and development is frequent and thorough. Staff are swift to respond should any child display problems or show any sign of falling behind. In this respect, communication with parents and carers is excellent. They have full access to their children's records which are presented in a helpful and accessible way. The children also enjoy looking at their own records as much of the evidence of their progress is recorded in photographic form. This not only provides a clear picture of progress, but gives a memorable and valued story of each child's development.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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