

Rudham Pre-School Group Little Owls

Inspection report for early years provision

Unique reference number	254048
Inspection date	01/04/2010
Inspector	Nick Butt
Setting address	The School House, School Road, East Rudham, King's Lynn, Norfolk, PE31 8RF
Telephone number	01485 528 487
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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

Rudham Pre-School Group Little Owls has been registered since 1986. The setting operates from the former school house at East Rudham Primary School and has sole use of the premises and garden. It also makes use of some of the school's facilities. Children have access to the whole of the ground floor and garden. The office and rooms used for storage are situated on the first floor. The group is organised by a committee made up of parents and serves East and West Rudham and the surrounding villages. The pre-school is open every morning from 9.00am to 12.00pm and from 12.00pm to 3.00pm four days per week. A total of 24 children aged from two to four years are currently on roll including children aged three and four who are in receipt of funded places. The school provides for children with special educational needs and/or disabilities. Five members of staff are currently employed to work with the children. Two members of staff have National Nursery Education Board (NNEB) qualifications, one has National Vocational Qualification (NVQ) Level 2, one has NVQ Level 3 and one is unqualified. The setting runs an annual summer holiday club for 10 children, and is registered on the compulsory and voluntary parts of the Childcare Register for this provision because it includes children aged between five and eight years. The premises is accessible to the disabled.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting satisfactorily meets the needs of children with appropriate activities that cover all six areas of learning. There is good outdoor provision, with plenty of space for children to explore and play in a well-equipped garden. Staff reflect on their practice and are committed to improvement. The pre-school promotes inclusive practice satisfactorily and there are good links with parents. The capacity for further improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- make the kitchen facilities inaccessible to children (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register) 01/05/2010
- keep a permanent record of the daily checks concerning the safety of the premises and the grounds (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register) 21/04/2010
- ensure all staff are trained in the implementation of the Early Years Foundation Stage (Organisation). 01/07/2010

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

- strengthen the monitoring and evaluation of the effectiveness of the provision and ensure that action plans cover all its aspects and include details of what a successful outcome would look like
- improve assessment by undertaking short focused observations and use these to plan next steps in children's learning
- provide the equipment to enable children to develop their skills in information and communication technology.

The effectiveness of leadership and management of the early years provision

All policies and procedures are in place to ensure the safeguarding of children, with appropriate checks of staff undertaken. While daily risk assessments are conducted of the premises and grounds, permanent records of these are not kept, which makes it difficult for the pre-school to satisfy requirements. The staff have worked hard to carry out the actions and recommendations from the previous inspection, and have an accurate view of the pre-school's overall effectiveness. Staff work together well as a team, although not all staff have had training in the Early Years Foundation Stage and should do so soon. Monitoring is mainly informal and not based on specific criteria, and action plans tend to focus on improving the building and grounds rather than considering all aspects of the provision. The plans do not state what outcomes would show that actions had brought about improvement.

The impact of leadership and management on children's welfare and development is satisfactory, providing a stimulating environment, where children settle happily to a variety of interesting activities. Provision outside is good, with large climbing apparatus, a play-house themed as a garden centre and designated areas for reading and writing. This enables children to experience all areas of learning and take plenty of exercise. The school's only computer was damaged, so children do not have access currently to the equipment to help them develop their technology skills.

All children are made to feel welcome, and the pre-school caters for all needs, treating children as individuals. Different cultures and ceremonies are valued and celebrated, such as Chinese New Year. The pre-school is well-equipped, with attractive areas for reading, imaginative play and creative activities. Parents and carers praise the provision and say how much their children enjoy coming. The pre-school engages parents well, involving them in their children's learning, and welcoming their support. There are satisfactory links with the primary school for transition to the reception class and with other agencies.

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

Children make at least satisfactory progress in all areas of learning, and good progress in their physical development, because of the many opportunities they have outside to develop their skills. Children enjoy directing the 'traffic' as they ride on wheeled toys. The comfortable reading area encourages children to look at story books, which they discuss with adults. They use a variety of implements to make marks and to develop early writing skills, including chalk outside. Children have free access to the outside areas, but this involves going through the kitchen, the potentially dangerous part of which is not separated off from them, which is in breach of welfare requirements.

Adults carry out informal observations of children and compile a 'learning story' for each child, which describes aspects of their development through photographs and other assessments. Assessment is not focused enough to enable adults to confidently plan next steps in children's individual learning, or to respond fully to their developing interests.

Children have a good understanding of making healthy choices, and have taken part in a healthy tasting session with somebody from a local supermarket. They have free access to drinking water and enjoy a daily healthy snack. They discuss aspects of keeping healthy with adults. They are beginning to develop their independence, although do not have direct access to all resources. Most are confident and able to sustain concentration, for example, playing with small world toys. Children enjoy counting games and use the language of quantity when cooking. Their behaviour is generally good, as they learn to follow instructions and take turns when playing. Children tackle problem-solving, such as how to move across the lawn on stepping stones if they only have one each, by moving the stones forward from the back person to the front person along the line. They play untuned instruments with enthusiasm, and are able to modulate pace and volume. Adults encourage children to participate in a wide range of activities, but do not always extend their thinking through asking good open-ended questions.

Children understand about keeping safe and how to use sharp instruments sensibly, as when cutting sandwiches into different shapes. They are prepared satisfactorily for the move to reception class, due to close links with the adjacent primary school.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 01/05/2010
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register). 21/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (also applies to the compulsory part of the Childcare Register) 01/05/2010
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (also applies to the compulsory part of the Childcare Register). 21/04/2010