

# Great Paxton Under Fives Association

Inspection report for early years provision

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**Unique reference number** 221746  
**Inspection date** 28/04/2010  
**Inspector** Anne Wesley

**Setting address** Commiunity Room, Great Paxton C of E School, Mount Pleasant, ST. NEOTS, Cambridgeshire, PE19 6YJ

**Telephone number** 01480 472132

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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**

Great Paxton Under Fives Association is a committee run group and is based in the community room of Great Paxton Church of England Primary School. The group has the use of toilets, kitchen and storage facilities. Children have access to a secure enclosed outdoor play area. A maximum of 25 children may attend at any one time. The group is open on Mondays to Fridays between 8.50am and 11.50am. The group opens term time only.

There are currently 20 children from two years and nine months to five years on roll. Of these, 19 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school serves the town and surrounding area. The pre-school currently supports children with special educational needs and/or physical difficulties.

Three staff are employed on a part-time basis, all of whom hold appropriate early years qualifications. One holds Level 2, one holds Level 3 and one is working towards Level 3. The group receives support from the local authority.

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

Overall the quality of the provision is good.

The staff understand the needs and interests of the children in their care well. The children's welfare and learning are promoted effectively and they thoroughly enjoy learning. All children make good progress from their varied starting points and differing abilities. Safeguarding procedures are rigorous so children feel safe and secure at all times. The staff are very proactive and continually explore ways to make their setting even better. The setting has a good capacity to improve further.

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

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

- provide more opportunities for mark-making and early writing both indoors and out by ensuring the appropriate equipment is always available for play activities.

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

The children's care, learning and welfare is significantly enhanced by the efficient way the setting is led and managed. Staff have specific roles and responsibilities within the group and consequently the children know who to go to at all times. Parents are happy that their child has a key person who assesses their learning and progress. An effective assessment procedure is in place with the result that each child's progress is carefully logged and it is made very clear what each child

needs to do to take their learning forward. This information is shared with the children's parents. Photographs and notes of observations are made to record the children's progress. The assessments of children's needs are used to inform future planning. Planning also follows the children's interests, for example the children were planning a variety of activities following one child's interest in how the clock worked.

A system of self-evaluation ensures that the setting constantly strives to provide the best possible learning environment for the children. Staff, parents and members of the management committee are involved in evaluating the provision for the children. The children have also been involved in this improvement process, as they have been choosing some new resources to enhance the outdoor area.

Current safeguarding requirements are fully met. Policy documents are up to date, have been signed by staff members and include dates when they should next be revised. The setting is fully inclusive and caters very well for children with learning, physical and behavioural difficulties. The managers are fully committed to providing a programme for staff development. This has resulted in members of staff attending training courses which have added to the staff's qualifications and enriched the provision for the children. For example, all members of staff know the Early Years Framework very well and so their assessments of the children's needs are based on sound evidence. The recommendations raised at the time of the last report have been met. The changes in planning have ensured that the outdoor area has developed into a very good learning environment.

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

The children make good progress during their time in the play group because there are many interesting activities for them to experience. These activities are tailored to their specific needs and interests. Adult-led activities are added to and changed in order to continuously follow the direction of the children's interests and every opportunity for developing the children's learning is taken. All members of staff look for new opportunities with learning potential continually. Children actively participate and become totally engrossed in a very wide range of age-appropriate learning experiences. They show excellent concentration and focus.

The children are encouraged to make their own choices from the activities and resources that are provided, so that they become confident and self-motivated. They have plenty of opportunities to talk together so language skills are promoted well, with adults being good role models. Children know they will be listened to and so they listen well to each other. The children are encouraged to help in the play group and when they select new activities or resources they put away the ones that are no longer needed. They are taught about keeping safe, as they handle hammers and a variety of other tools carefully. There are many opportunities for children to count and explore mathematical ideas. There are opportunities for the children to investigate creative materials such as paint, glue and model making equipment. Mark-making equipment is available inside but is not always outside and the children would benefit from more opportunities to

encourage early writing and mark-making. The children may choose to play inside or outside throughout the session. The outside area provides a very interesting environment with many activities arising naturally from the provision. The result is that the children are very keen to explore the world around them. They understand that the snack they have is good for them, as they are learning about healthy eating. They are involved in making the weekly shopping list for snack time, which provides a further chance to talk about healthy food. Particular attention is paid to promoting children's personal development so that the children relate well to both adults and children and this is seen in the way children collaborate very well together in self-chosen tasks. Their behaviour is extremely good and they happily engage in all the interesting experiences provided.

## 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	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

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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