

Ickford Pre-School Playgroup

Inspection report for early years provision

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Inspector	Lindsay Hall
Setting address	Ickford School, Ickford, Aylesbury, Buckinghamshire, HP18 9HY
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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

Ickford Pre-School has been in operation for over 30 years. The after school club was registered in 2002. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from one large purpose built building, which has its own toilets and domestic area and shares the grounds with Ickford Primary School, in Ickford, Buckinghamshire. A maximum of 24 children may attend the pre-school at any one time. It is open from 9am to 11.45am every weekday during term time. A maximum of 24 children under the age of eight may attend the after school club which also operates every week day during term time, from 3.15pm to 6pm, as an extension of the after school club they are now providing a breakfast club which runs from 7.45am to 8.45am, Monday to Friday. All children share access to a secure, enclosed outdoor play area. There are currently 31 children aged from two to under five years on roll at the pre-school who attend for a variety of sessions; of these, 19 receive funding for early education. The pre-school currently supports a number of children with special educational needs. There are currently 40 children from four to under 12 years on roll at the after school club, who attend for a variety of sessions. The setting employs seven members of staff, of whom five hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and relaxed and enjoy spending time in the modern and welcoming purpose built setting. Children make satisfactory progress in their learning and development because well qualified staff provide a broad and balanced curriculum. It is an inclusive community and staff at the pre-school build warm relationships with both the children and their parents and create a safe and secure environment. The pre-school staff regularly attend ongoing training to increase their knowledge and are continually looking for ways to improve the setting further. It has satisfactory capacity for future improvement.

What steps need to be taken to improve provision further?

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

- develop individual records of learning and development, with dated entries and more assessment evidence to identify any emerging gaps and guide staff in planning next steps
- increase the opportunities for children to develop skills for the future through access to a computer
- devise a written action plan with clear priorities, linked to self evaluation which identifies strengths and weaknesses of the setting
- encourage parents and carers to contribute frequently to the playgroup's knowledge of the children's experiences and achievements at home.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because adults working at the pre-school have a good understanding of their responsibilities in relation to child protection and keeping children safe. All staff have completed child-protection and paediatric first-aid training. Staff complete annual and daily risk assessments to ensure that children play and learn in a safe environment. Fire drills are carried out each term, with the adjoining school so that children are fully aware of what to do in an emergency. Recruitment and induction processes are carried out thoroughly and all staff have been vetted, ensuring their suitability to work with children. Thorough systems are in place to ensure children are safely collected by appropriately identified persons. Staff take effective steps to promote children's good health and well-being and thorough procedures are in place to prevent the spread of infection. All accidents are recorded and parents and carers informed. Procedures governing the administration of medicine are stringently followed. In response to the previous inspection, emergency contact details are regularly checked and updated.

All policies and procedures are shared with parents and carers in the pre-school welcome pack, but these are currently under review. The setting is in the early stages of reflecting on their practice, but is able to demonstrate that all recommendations from their last inspection have been fully dealt with. They are constantly looking to develop and improve the setting. However, there is no formal written plan, with clear strategic action points. Parents and carers have been surveyed and their requests acted on, such as having parental helpers and more consultation about children's progress.

Parents and carers are provided with a variety of information about the weekly running of the setting on an information board near the pre-school entrance as well as termly newsletters. They are kept well informed of their child's achievements, well-being and development verbally, on a daily basis and have open access to their children's learning journals. A key worker system is well established. However, there is currently no system to share the planned 'next steps' of learning, in order for parents and carers to work cohesively with the pre-school to fully support children's development.

Links with the local school are good and children visit the school each week for gym or an activity session in the hall as well as joining the school for special events, such as a circus skills workshop and a willow workshop. They become familiar with the buildings of the school and spend some time with their future teacher. The sharing of information at this time ensures children's needs continue to be supported and transition into school is managed in a positive way. Children with special educational needs and/or disabilities are well supported and there are good partnerships with a number of external agencies. The effectiveness with which the pre-school promotes equality and diversity is good. Individual progress records linked to the six areas of learning are kept. They contain some observations and photographic evidence but entries, including annotated work, are

irregular, not all evidence is dated. At present, parents and carers do not contribute to this record. Assessment information is not used sufficiently to focus and inform weekly planning to ensure children have the opportunity to experience a challenging programme of activities in all areas of learning and a detailed tracking system to accurately identify gaps in children's learning is not fully in place.

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

Ickford Pre-School is a calm, welcoming environment where children are happy and settled. Children are well supervised and relationships between the staff and children are good. The two large rooms and outside area are well prepared for children before they arrive, including table top and floor activities. It is a creative and interesting environment for them to play and learn through having fun. Children play very well together and they clearly enjoy mixing with their peers and learn the importance of taking turns when playing games and sharing. There is a good balance of child-initiated play and adult-led activities. Staff provide the children, both inside and outside, with an environment which promotes continuous play throughout the whole session and incorporates all areas of learning. Children develop their speaking and listening skills very well due to staff's interaction promoting the use of language. Children have free movement to the outdoor area where they can access a wide range of additional equipment to promote their physical development. There are opportunities to develop children's investigative skills. They grow a number of different vegetables in the large raised bed and have harvested and eaten some of the crops. Inside, there is a wide range of good quality resources and play materials which are easily accessible. This enables them to develop their interests and they demonstrate their ability to make decisions through choosing who and what to play with.

Children are encouraged to adopt healthy lifestyles and daily opportunities for outdoor play ensure regular access to fresh air and exercise as well as the gym session at the school. Children are reminded about the importance of hygiene and washing their hands after using the toilet and before snack time. They select their name card and serve themselves to a snack of a selection of fresh fruit and drinks, which develops independence and also ensures dietary needs are met.

A cassette recorder and digital camera are available for children to use. However, there is no access to a computer and opportunities to improve knowledge regarding information and communication technology are currently limited, restricting the development of skills for the future. Children are beginning to gain an understanding about diversity through activities celebrating main festivals of world faiths and through activities linked to different countries. They have learnt about the wider world through visits to 'Tiddywinkles Hedgehog Hospital' and walks through the village. Representatives from emergency and medical services have visited the pre-school and talked to the children about their well-being and safety.

Children are introduced to a basic letters and sounds programme which is

supported with displays of letters and musical activities. They enjoy listening to and joining in with songs and action rhymes which helps to develop their language and physical skills. They have access to a range of resources for mark making to promote their early writing skills but, at present, there are missed opportunities to include this in role play and other adult-led activities.

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	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	3

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	3
The extent to which children achieve and enjoy their learning	3
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	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: Met

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