

Candover Valley Pre-School

Inspection report for early years provision

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Inspector

Fiona Robinson

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

Candover Valley Pre-school opened in 1993. It operates from one room attached to Preston Candover School in the village of Preston Candover. There is ramped disability access to the building. Children have access to separate toilets and their own enclosed play area. The pre-school serves the local community.

There are currently 33 children aged two to under five years on roll. Of these, 17 children receive funding for early education. Children attend for a variety of sessions. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. The group opens five days a week during school term time. On Mondays, Wednesdays and Thursdays children attend from 8.45am until 3.15pm. Morning sessions are from 8.45am until 11.45am on Tuesdays and Fridays. Afternoon sessions are from 12.15pm until 3.15pm. During the autumn and spring terms, afternoon sessions vary depending on demand.

The pre-school employs eight staff, seven on a part-time basis and one on a full-time basis all of whom four hold early years childcare qualifications and one is in the process of obtaining a qualification. Three or four staff work with the children each day. The setting receives support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy coming to the setting and achieve very well in an exciting, busy and stimulating environment. They feel valued and fully included in a wide range of activities. There are excellent relationships between staff, parents and carers, and the host school. The manager and staff have a very clear understanding of the pre-school's strengths and areas for improvement and there is an outstanding record of continued improvement.

What steps need to be taken to improve provision further?

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

- develop forest school provision in the outdoor area
- develop technology in activities.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding, because staff have an excellent understanding of safeguarding and child protection issues. Risk assessments are completed and

reviewed regularly to minimise danger. Comprehensive policies and procedures are fully implemented to ensure children's safety in the indoor and outdoor environments. There are rigorous staff recruitment and vetting procedures in place. Security is given a high priority and children are supervised at all times to ensure their safety in the pre-school. Parents have a very secure knowledge of the robust procedures in place for the collection of children. The stimulating and safe outdoor and indoor environments are well-maintained.

Partnerships with parents and carers are outstanding. Feedback from parents indicates that they feel staff are very friendly, caring and approachable. They say that the manager and staff run an excellent, professional, interesting and happy pre-school, which gives their children the best start in life. Key staff workers meet with parents and carers every term to discuss children's progress. They are given children's assessment records and learning journeys to take home. They write their own comments which are then discussed at the meetings. Each child has their own learning journey which includes photographs of children taking part in activities and samples of their writing and creative work. They are encouraged to use these in holidays to include creative work they have completed at home. Parents are kept very well-informed of special topics, events and activities through comprehensive newsletters, the parent's notice board and the pre-school website. A theme poster is issued fortnightly to explain what the children are doing. Parents receive regular questionnaires which invite them to comment on the provision. Their views are valued and as a result, a lunch club and longer sessions have been introduced. Parents are very supportive of fundraising activities such as toddle waddles and events such as teddy bears picnics, concerts and medieval parties. There are excellent links with the host school and the setting benefits from the use of its facilities, including the hall, playground and outdoor environment. Staff are experienced in caring for children with special educational needs and/or disabilities, and those who speak English as an additional language. They liaise regularly with children's parents, outside agencies and staff at the school, to ensure a smooth transition into full-time education.

The pre-school is very well-led and managed. There are excellent self-evaluation systems in place, which ensure that improvements have a very positive impact on the experiences of the children. The manager and staff take the views of children and parents and carers into account when identifying areas for development. They have an excellent understanding of strengths and areas for improvement. There are comprehensive plans in place for future improvements such as developing forest school provision to enrich children's experiences. In addition, staff recognise the need to develop technology in the setting, such as the inter-active whiteboard. Staff are very well-deployed and imaginative use is made of a wide range of resources to meet the needs of the children. They actively promote equality and diversity and ensure children are fully integrated into pre-school activities. They regularly monitor children's progress and demonstrate an excellent capacity to improve in the future through strong teamwork and excellent links with parents and the school.

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

Children have outstanding opportunities to learn through a wide range of indoor and outdoor activities and achieve very well. Staff value their ideas and include these in the planning. Children are very effectively supported in their learning and access a rich and varied thematic curriculum. The environment is bright, purposeful and stimulating. Themes such as Knights and Princesses and the visit to the farm result in colourful friezes featuring farm life and castles.

Children are very well-behaved and have excellent relationships with each other. Staff are outstanding role models with high expectations for behaviour. Children learn to take turns and show a lot of respect for one another. They are highly motivated by a wide range of activities and share play resources sensibly. Staff have a very caring and patient approach and value their children's ideas and achievements.

Children are developing an excellent understanding of keeping themselves healthy and safe. They learn how to make healthy choices at snack time and help to prepare fruit and vegetables. They enjoy growing vegetables such as potatoes, sweetcorn, runner beans and peas. They learn how to use equipment safely as they prepare fruit salads and smoothies. They enjoy physical exercise and have valuable opportunities to play outside each day on the playground. They independently use the climbing frame and slide and develop very good ball skills using the cricket bats, rackets and hoops to improve their coordination. They use the school hall each week for jumping, balancing and dancing activities. They learn about People who Help Us and benefit from talks on safety from the local police, paramedics and the fire service. They feel very safe and secure at the setting and regularly practise the fire evacuation procedures.

Children are keen and enthusiastic to come to pre-school. Their creative development is promoted very well as they make medieval hats and crowns and collages of castles using pasta and paint. They enjoy dressing up for role play and singing songs such as 'There was a princess long ago'. They listen very attentively to stories such as 'We're Going on a Bear Hunt'. There is an excellent free-flow access to the outside area. Children are keen to build dens and go on bug hunts and walks in the school field. They enjoy painting colourful pictures of their adventures and use their imaginations well as they role play in their takeaway restaurant. Most can count up to twenty and beyond and they enjoy practising their counting through singing songs such as 'Ten Green Bottles'. Their communication, language and literacy and writing skills are developed very well. Children are fully included in activities and festivals such as Christmas, the Chinese New Year and Easter enrich their experiences. Children learn about American Independence Day and Swedish and German festivals from children in the pre-school, and parents. Overall, they are prepared very well for their next steps in learning and full-time education.

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	1
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

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

Met