

Oldland Pre-School

Inspection report for early years provision

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Inspector	Fiona Robinson

Setting address	The Terrapins, 10 School Road, Oldland Common, Bristol, South Gloucestershire, BS30 6PH
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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*.

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Description of the setting

Oldland Pre-School is well-established and first opened in 1968. It is situated adjacent to St Anne's Primary School, in the Oldland Common area of South Gloucestershire. It is committee run and serves the surrounding local community. The group has sole use of the premises, which comprise of two terrapin classrooms. There is a separate kitchen and toilet facilities and two enclosed play areas. There is ramped disability access to the building. The outside space includes a hard-surfaced, a grassed and a latex safety surfaced area. Opening hours are 8.45am to 11.45am and 12.15pm to 3.15pm, Monday to Friday, during term-time. A lunch club operates between the morning and afternoon sessions.

The setting is registered to care for a maximum of 39 children aged between three and five years. There are currently 67 children on roll, of whom 64 are funded. The group supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered on the Early Years Register.

There are 11 members of staff working directly with the children, most of whom have appropriate childcare qualifications. The setting is affiliated to the Pre-School Learning Alliance and support on the education programme is provided by a teacher advisor from South Gloucestershire Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Oldland Pre-School is good because children have fun and respond well to the care and support they are given. They are well-behaved and fully included in an interesting range of activities. Good partnerships with parents and carers, the host school and outside agencies ensure the children's individual needs are fully met and information is shared effectively. The managers and staff have a good awareness of the setting's strengths and areas for improvement. They demonstrate a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology in activities and throughout the setting
- develop the layout and resources of the outdoor area.

The effectiveness of leadership and management of the early years provision

Safeguarding is good. Staff have a clear understanding of their responsibility to keep children safe. They have a good awareness of safeguarding and child

protection issues. There are robust staff recruitment and vetting procedures in place to check the suitability of staff and adults working with the children. Documentation includes comprehensive policies and procedures which are fully implemented to ensure children's safety. Collection procedures are rigorous and followed carefully by staff and parents and carers. Security within the setting is good, because children are carefully supervised indoors and outdoors. Fire drills are practised regularly so that children become familiar with the routine. Risk assessments are carried out regularly and recorded effectively to minimise danger. Staff are deployed effectively and children are well-supervised indoors and outdoors.

Partnership with parents and carers is good and they are kept well-informed of special events and activities through the website, informal discussions and newsletters. Feedback is positive. They say that staff are caring and helpful and work hard to provide a welcoming, happy and inclusive environment. Key staff monitor children's progress and share their individual record diaries and learning journeys with parents and carers on a regular basis. Staff work well in partnership with parents and carers. They are particularly supportive of fundraising activities and special occasions, such as the Christmas Fayre, Teddy Bears Picnic and Sports Day. The relationship with the host school is good, because information is shared effectively and staff ensure that all children transfer smoothly to full-time education in a range of settings. There are effective links with outside agencies concerning children with special educational needs and/or disabilities, who achieve well at the pre-school.

The setting is well led and managed. There are good self-evaluation systems in place, which ensure that the views of parents and carers are taken into consideration. They are asked to complete an annual questionnaire and all comments are carefully considered and evaluated. Staff meet regularly and demonstrate a firm commitment to the development of good quality practice. They clearly identify what works well and are currently improving the layout and resources for the outdoor area of learning to enrich children's experiences. They recognise the need to develop the use of technology in activities, such as the computer and digital camera. Good progress has been made in addressing the recommendations of the previous inspection. In particular, there is clear, comprehensive leadership and management and staff regularly monitor children's progress and use this information to plan a suitable range of activities and experiences. Staff access relevant training courses to enhance their experiences. They actively promote equality and diversity to ensure children are included in activities and those with special educational needs and/or disabilities are treated with extra care and sensitivity to their individual needs. Good use is made of a wide range of resources to meet the needs of all children. Staff work well together as a team and regularly monitor the children's achievements.

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

There is well-organised indoor and outdoor play. Children benefit from this and achieve well. Staff value their ideas and include these in their planning. Currently,

they are developing the resources and organisation of the outdoor area of learning to enhance the children's learning experiences.

Staff have a consistent approach to managing children's behaviour and are very good role models. Children behave well and take turns in sharing resources. Staff boost their confidence and praise their individual achievements. Children have good relationships with one another. Staff promote children's independence well, for example they pour their own drinks and select their own fruit during snack time.

Children develop an outstanding understanding of keeping themselves healthy. They are encouraged to make healthy choices at snack time and eat a wide range of fruit and vegetables, such as strawberries, raspberries, apples, potatoes and carrots. They use equipment safely as they help to prepare fruit salads and enjoy the taste of stewed apple and custard. They are proud of the vegetables and fruit they have grown in their own garden and recently gained a healthy eating award for their knowledge of keeping healthy. The children know that drinking milk and water is good for them and that running, climbing over apparatus and riding their pedalled vehicles helps them to grow strong and fit. They develop excellent coordination skills as they balance on climbing equipment and walk along balance trails. They have a good understanding of keeping safe and benefit from talks on safety from the police and ambulance services.

Children enjoy talking and joining in with conversations at story time and circle time. They listen well to stories, such as 'We're Going on a Bear Hunt' and answer questions based on this. Most count up to ten and beyond and identify squares, circles and triangles in the indoor and outdoor environments. They enjoy practising their counting through singing songs, such as 'Five Currant Buns'. They have fun drawing treasure maps and looking for buried treasure in the indoor and outdoor environments as part of a pirate theme. Children enjoy mixing different colours and making patterns out of handprints and footprints. They are keen to search for bugs outdoors and enjoy going on environmental walks in the local area. They create boats out of boxes and castles out of bricks. Their communication skills are developed well as they role play in the shop and take their toy animals to the vet. They are fascinated as they watch a spider spin a web and talk excitedly about the Painted Lady butterflies they hatched. They enjoy mark-making in shaving foam, corn flour and sand and most write their own names by the time they leave the pre-school. Festivals, such as Harvest, Diwali, the Chinese New Year and Easter bring enrichment and enjoyment to their experiences. Themes, such as autumn and winter and a visit to see Stephenson's Rocket, an early railway locomotive, enhance their learning experiences. However, there is more limited use of technology in their activities. Overall, children enjoy coming to the pre-school and staff are preparing children well for future learning experiences and life outside the school day.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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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