

Angmering Village Pre-School

Inspection report for early years provision

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Inspector	Rosemary Musgrove

Setting address	Village Hall, Station Road, Angmering, Littlehampton, West Sussex, BN16 4HH
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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

Angmering Village Pre-School opened in 1995. It operates from Angmering Village Hall in West Sussex. Children have access to an enclosed garden for outside play. The pre-school opens four days a week during term time from 9.15 am to 12.15 pm. The pre-school is registered by Ofsted on the Early Years Register to care for 24 children in the early years age group, of whom no more than five may be under three years at any one time. There are currently 26 children in this age group on roll. The pre-school is registered to receive government funding for nursery education. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are five members of staff, of whom three 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 good.

Staff have a good understanding of each child's needs and effectively support their welfare and learning. The learning environment is well-organised and children enthusiastically select good quality resources and take part in a range of fun and stimulating activities. Because children are motivated to play, they make good progress in their learning and development. Effective arrangements ensure that children are safe and secure in the pre-school. Partnerships with other agencies, schools, parents and carers are well-established and support the continuity of the children's care and learning. The pre-school evaluates their practice and has made a number of positive changes and improvements.

What steps need to be taken to improve provision further?

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

- develop a system for gathering information from parents and carers regarding children's starting points
- develop a robust system for self-evaluation and quality improvement in order to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff attend regular child protection training and have a good knowledge of safeguarding; this means that children are well protected. Effective procedures are in place for identifying a child at risk of harm and liaising with the appropriate child agencies. Safe recruitment and vetting procedures mean that suitable staff work with the children. Supervision is good and staff are vigilant as children choose to

play in different locations. The pre-school has the required procedures and documentation for the safe and efficient running of the early years provision and these are well maintained, for example, the accident records. Risk assessments are thorough and include an annual assessment of the premises and specific assessments for individual children, outings and incidents. This means that children are protected from harm in the pre-school and on visits.

The learning environment is stimulating, well-organised and inspires a young child to learn through discovery, for example, the outdoor role play area and a cosy indoor book corner. Good quality play materials are suitable for the developmental stage of the children and they independently select their favourite resources. These factors mean that children enjoy their explorations and find out about the six areas of learning. Children are encouraged to respect resources and learn to recycle paper and cardboard.

The pre-school provides a service that is inclusive to all children. If children with special educational needs and/or disabilities need additional support the pre-school works with parents and other agencies. Children have opportunities to learn about the diverse world in which they live. They celebrate a variety of festivals, such as Diwali. The pre-school encourages children to talk about family members from other cultures and to learn words from their language. Children see positive images of people's differences through resources, posters and books.

The pre-school has a positive relationship with parents and carers. When a child starts, parents complete a child record form and this gives details of their child's fears, likes, and dietary needs; however, the pre-school only gathers limited information about the children's starting points. Parents have good information, such as, how to use the learning journal and daily communication books. They are welcome to talk with staff at any time and to browse their child's learning journal; this means they know about the progress and achievements of their children. Discussion with parents and questionnaires indicate they are happy with the pre-school. In particular, they comment on the warmth and kindness of the staff, how well their children are prepared for school and how they are helped to learn through play activities. The pre-school works well with other settings and agencies, for example, when a child transfers to school they work together to ease the transition. This makes a positive contribution to the children's well-being.

The manager and staff are a strong, cohesive team. They are enthusiastic and motivated to develop and improve the pre-school. Staff attend training courses and take part in an induction programme. Since the last inspection, they have made a number of improvements, for example, the outdoor play area has been enhanced. Self-evaluation demonstrates a good understanding of strengths and areas for future developments; however, this informal system is not robust enough to systematically evaluate and improve the outcomes for children.

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

Children are enthusiastic, happy and confident during their time at the pre-school. In particular, they enjoy choosing whether to play inside or outdoors. Staff have a good working knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage and have a good understanding of individual needs. Observational assessments and plans for each child's next steps are a strength and informative learning journals clearly demonstrate that children make good progress in the six areas of learning. Staff interaction is a positive feature and contributes to the success of the children's learning and development; for example, during role play activities on an imaginary building site they learn the skills of measuring and predicting. There are many opportunities for children to learn the language of size and to practise their number recognition and counting skills, such as, they count eight children to go and wash their hands before snack. Children enjoy exploring and investigating the nature area and are fascinated to discover the different sounds and colours of the rain stick. Their literacy skills are developing well and they eagerly browse books by themselves or enthusiastically join in as they listen to a story about a treasure hunt. Throughout the session, children select a range of creative activities, such as, water painting on the outside fence, choosing materials for their collage or exploring different colours as they paint a picture. Children find out about the world in which they live when they visit the library or the local school.

Children show they feel safe and secure in the pre-school. On arrival, they confidently find their name and place it on the board. They choose an activity, such as malleable play or dressing up. Staff are well deployed and this means children happily approach them for help if needed. Children behave very well in the pre-school, they share resources and are polite and respectful to one another. Staff are positive with the children and this means they begin to develop a good self-esteem. The pre-school helps children to learn about diversity, for example, during Chinese New Year they make paper lanterns and taste Chinese snacks.

Children enjoy their play in a safe and secure environment. The pre-school has a number of safety precautions and procedures in place. These include guidance to follow if a child is missing or uncollected, detailed fire evacuation procedures and a record of fire drills. These clear guidelines help to keep children safe in the event of an emergency. The good organisation of play areas, for example, role play, means that children make their own decisions about their preferred resources, for example, they confidently choose mark making implements or the wheeled vehicles. Staff help them to learn about keeping safe, such as, they talk about the sharp point on the drill and how important it is to wear a hard hat on a building site.

Children begin to learn about a healthy lifestyle and independently wash their hands before eating a snack. The pre-school knows about dietary needs and children enjoy a good range of healthy snacks, such as, cereal and carrot sticks. Children take part in a wide range of physical activities and enjoy plenty of fresh air. Outdoors, they enjoy wheeled vehicles, climbing and sand play. Inside, they

take part in dancing and keep fit activities. Children develop their small motor skills as they confidently use the implements on the malleable play table, such as, cutters and rolling pins.

Children's progress in communicating, literacy and information technology is developing well. They use a range of equipment and move the police car backwards and forwards as they operate the remote control lever. They use a computer to practise their counting and colour recognition skills. Children find out about the wider world and local community when they go to the church for Harvest Festival and visit the local school for a Christmas concert. This means children begin to learn about different aspects of the society and environment in which they live.

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	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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