

Ullesthorpe Pre-School

Inspection report for early years provision

Unique reference number

EY313962

Inspection date

22/09/2010

Inspector

Susan Rogers

Setting address

Main Street, Ullesthorpe, Lutterworth, Leicestershire, LE17
5DH

Telephone number

01455 208 375

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Ullesthorpe Pre-school is managed by a committee. It was registered in 2005 and operates from a purpose-built building in the grounds of Ullesthorpe Primary School in Ullesthorpe, Leicestershire. The provision is based within a small rural village community. Children have access to a secure enclosed outdoor play area.

The setting is registered by Ofsted on the Early Years Register. A maximum of 24 children aged from two to five years may attend the setting at any one time. There are currently 30 children on roll who are within the Early Years Foundation Stage. The setting is in receipt of funding for early education.

Children attend for a variety of sessions. The setting is open Monday to Friday from 9:10am to 11:40am and from 9.10am to 3.10pm on Mondays and Wednesdays during term time. Children have access to a secure enclosed outdoor play area and the setting has ground floor access.

Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and is also able to support children who speak English as an additional language. There are four members of staff, including the manager, who work directly with the children. Of these, three have level three qualifications and one is unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning is stimulated through a range of enjoyable and interesting activities that are inspired by their own interests and preferences. Staff have a generally good understanding of the Early Years Foundation Stage (EYFS) and are meeting children's needs well, as they record children's developments and their next steps in individual learning journeys. Partnerships with local communities and outside agencies are highly successful as the setting promotes their services and makes significant efforts to meet the needs of all children that attend. Children with special educational needs and / or disabilities are progressing well as staff are resourceful and ensure the provision meets their specific needs. Consequently, the setting has a good capacity to continue to improve in the future.

What steps need to be taken to improve provision further?

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

- continue to develop children's access to the wider range of outdoor activities
- continue to develop the system that evaluates the setting's effectiveness.

The effectiveness of leadership and management of the early years provision

The safeguarding arrangements for children are well considered as staff have a good understanding of their responsibilities and have attended relevant training. Parents are advised of the obligations of the setting through the comprehensive induction pack. Children are encouraged to understand the risks that are present in their everyday lives through explanations. The well documented risk assessments are systematic and ensure all risks to children are identified and minimised. Staff are well supported through regular appraisals, being encouraged to attend in service training and pursue professional qualifications. The effective recruitment procedures include the successful induction of new staff. The setting's robust safeguarding procedures are regularly reviewed and reflect the needs of the children.

The system for evaluating the effectiveness of the setting is mostly effective, however, this has not been recently updated and does not reflect current issues and areas for improvement. The premises are warm and welcoming and very well maintained. Children have ready access to the smaller outdoor area as free-flow play activities are offered throughout the session. However, children only have access to a larger and better resourced outdoor area during certain times during the session as these facilities are shared by the school. This potentially limits children's learning opportunities.

Practitioners are skilled and well motivated in providing individualised support for the children in their care. Children who have individual care needs are extremely well supported through individual learning plans and innovative planning that ensures they are included in all activities. Successful partnership working with other agencies is a particular strength of the setting. Partnership with parents are extremely positive as staff take considerable steps in understanding and meeting the needs of children and their families. The setting has made exceptional efforts to forge links with all areas of the local community. For example, a designated member of staff works closely with an outreach worker so that all areas of the community feel welcomed and supported.

The equipment and resources are of a good quality and well suited to children's ages and needs. Children are encouraged to self-select activities through viewing photographic catalogue where all resources are illustrated. The imaginative use of the indoor area provides stimulating learning experiences for children. The setting extensively promotes equality of opportunity through researching and accessing toys and images that reflect the needs of their local community. Children are encouraged to become aware of the needs of others through explanations and being able to access images and toys that positively represent minority communities. As a result, children are considerate of other's needs and demonstrate exceptional kindness and caring towards others.

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

Children enjoy the stimulating learning experiences on offer at the setting and are developing valuable skills for the future. The carefully planned environment provides a calm and homely environment where children experience a variety of different learning opportunities. Children thoroughly enjoy role play using different areas in the setting to establish imagined scenarios. For example, they put on animal hats and dress up which further promotes their spirit of adventure and creativity.

They communicate effectively as they share ideas with each other and eagerly discuss with staff what they are attempting to achieve. They enjoy story time as a group, listen attentively and discuss ideas as they think about the content of the story. They recognise their names as they collect these during the registration process. Children are able to work at their own pace as they explore the sensory textures of paint, creating images of their own choice. Children enjoy creating sensory play materials as they enjoy imagined scenarios, pretending to make chocolate cake with sand and making cups of tea with coloured water. These experiences promote their language skills and encourage their interaction with other children. Consequently, children are developing firm friendships and recognise their play is enhanced when they include others and exhibit excellent behaviour with their peers.

Children have an excellent understanding of the benefits of healthy eating and the world around them through eating a range of healthy snacks and sensible explanations from staff. They enjoy hunting for bugs, insects and plants as they explore the grounds of the school. Walks and visits to the surrounding areas further enhances their understanding of other people's lives and the world around them.

Children develop their problem-solving skills as they construct models from recycled food packaging, deciding how to place different shapes together to develop their finished product. They discuss size and shape as they negotiate problems and use their skills in calculation as they establish how many wheels they need to make a car. Children thoroughly enjoy team games and cooperatively work with each other as they pull stretchy fabric, experimenting with the force needed to bounce objects. They sing songs together as they explore innovative ways of using the parachute, and demonstrate that they can wait for their turn as they share toys and equipment.

Children are attentive as they explore three dimensional shapes with each other, discussing size, shape and strength of the finished product as they create their individual shape. They engage frequently in cooperative play, holding hands with each other as they spontaneously sing action songs. Good staff support is provided for children in all areas of learning through questions and sensitive suggestions. Activities and children's next steps are planned that reflect their individual interests and learning preferences, providing extended play experiences. Children's records of achievement are used to plan for their individual development. Planning of the

daily programme is flexible and responds to children's particular interests. Consequently, children are developing excellent skills which will stand them in good stead for their future learning.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

