

Austrey Pre-school

Inspection report for early years provision

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Inspector Fiona Robinson

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Austrey Pre-School was established in 1996 and operates from a mobile classroom in the grounds of Austrey Primary School in the village of Austrey in Warwickshire. It has the use of two play rooms, toilets and a small kitchen area, and access to outdoor play in the school grounds. There is ramped disability access to the setting.

The setting is registered to provide care for 20 children aged from two to under five years. There are currently 23 children on roll, of whom 13 are in receipt of funding for nursery education. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The group is open term time only, Monday to Friday, from 8.30am to 12.25pm and from 12.55pm to 3.10pm. There is also a lunch club which runs from 12.25pm until 12.55pm.

There are three main members of staff who work with the children, all of whom hold an appropriate early years qualification. The setting receives support from the advisory teacher from the local authority and works in close partnership with the school. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are keen to attend this setting, where they are fully included in an interesting and largely stimulating range of indoor and outdoor activities. They are extremely well-behaved and respond well to the care and support they are given. Excellent partnerships with parents and carers and the host school ensure that information is shared effectively to support the children's individual needs. The manager and staff have a clear knowledge of the setting's strengths and areas for improvement, such as developing the layout of the outdoor area and increasing opportunities for children to use technology to record their own work. The staff are committed to reflective self-evaluation and show a good commitment towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further children's use of technology to record their own experiences
- develop further the outdoor environment to include problem-solving and sensory experiences for the children.

The effectiveness of leadership and management of the early years provision

Children's safety is protected extremely well, because staff have an excellent understanding of safeguarding and child protection issues. Security within the setting is excellent and there are rigorous systems in place for parents to follow when collecting their children. Comprehensive policies and procedures are fully implemented by staff, who are regularly trained and understand their roles. Thorough risk assessments are carried out on a daily basis, ensuring that the room and its surroundings are kept safe and secure. There are robust systems in place for staff recruitment and vetting and to check the suitability of all adults working with the children. Children use a range of resources and equipment that are safe and highly suitable for their age. Fire evacuation drills are practised regularly, so that children and staff become familiar with the routine and know what to do in emergencies. Staff are deployed effectively to ensure children's safety both indoors and outdoors.

Partnerships with parents and carers are outstanding. Staff keep them very well-informed of their children's progress and development, through informal daily discussions and more formal parents' evenings, held at the end of each year. Parents say that their children have lots of fun at the setting and are happy, stimulated and very well cared for. Comprehensive and clear information is shared through newsletters and the parent's notice board. In the welcome area parents record special achievements and events on behalf of their children on the leaves of the 'Observation Tree'. They are encouraged to become involved in the evaluation of the setting through the questionnaires they receive and staff value highly their contributions and ideas. Partnerships with the host school are outstanding and information is shared very effectively with staff, to ensure children have a smooth transition into full-time education. Currently, reception staff and those at the setting are working together to develop children's speaking and listening skills through forest school activities in the outdoor environment. There are very effective partnerships with outside agencies for children with special educational needs and/disabilities and those who speak English as an additional language.

The setting is well-led and managed and staff are committed to improving the provision they offer. Staff meet together regularly to discuss planning, assessment and the children's next steps in learning. The committee monitors the work of the setting and helps it to evaluate its strengths and areas for development. Policies and procedures are regularly reviewed and updated. Staff work hard to improve their practice and enhance their experience by attending relevant training courses. They actively promote equality and diversity and work hard to ensure children are integrated and included in activities and achieve well. Children with special educational needs and/or disabilities are shown care and sensitivity and their individual needs are provided for very well. Good self-evaluation procedures are in place. Staff value the views of parents and children when identifying areas for improvement. Currently, they are developing the layout and organisation of the outdoor environment to include more problem-solving and sensory experiences for the children. They are also encouraging children to make more use of the digital

camera and computer to record their own experiences. Staff make effective use of a good range of neatly stored resources.

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

Activities are well-planned and staff include children's ideas when preparing activity plans. Observations and assessments are carried out regularly to assess each child's progress and inform their next steps in learning. Staff evaluate their planning regularly and update each child's individual learning journey. They also compile active learning portfolios of the children's experiences throughout the year, which are shared freely with parents. However, opportunities for children to record their own experiences through the use of digital cameras are more limited. Good use is made of topics, such as 'pirates' and 'autumn', to stimulate the children's interest. All children achieve well across all areas of learning.

Children's behaviour is excellent because staff have high expectations and are outstanding role models. They benefit from the golden rules which are displayed in the setting. Staff are very skilled at using praise to encourage high standards of behaviour. Children are extremely kind and thoughtful to one another and share and take turns in their daily play. They have excellent relationships with staff and the other children. Independence is promoted very well and children are encouraged to make their own choices over activities. Currently, staff are developing the outdoor area of learning to include more problem-solving and sensory experiences for the children. All children receive a good level of support and access to a wide range of planned activities and opportunities for free play. They enjoy role play in their pirate ship. They are keen to talk about the story entitled 'Captain Wag the Pirate Dog' and mark-make in shaving foam and sand. They create maps and search eagerly for hidden treasure. They carefully collect leaves for their autumn collage and mix colours and paint pictures for their art gallery. Most children can count up to ten and beyond and enjoy practising their counting skills as they sing 'Ten Green Bottles'. They are keen to complete simple computer programmes and confidently identify shapes and letters. They use their imaginations well as they build a pirate's den. Language skills and computer skills are promoted well, with staff interacting well with the children. Children have an excellent understanding of equality and diversity because staff are exemplary role models. Children enjoy learning about a wide range of different world customs and celebrations, such as Harvest, Christmas and the Chinese New Year. They have also celebrated American Independence Day and learnt about life in America. Overall, children are well-prepared for life outside the school day and future learning experiences.

Children's health is promoted well at snack time, where they are encouraged to make healthy choices. They learn to use equipment safely as they prepare fruit kebabs and fruit salads. Children's sense and understanding of safety is effectively reinforced by staff's good example. They are tempted to try new foods and drinking water is available to them at all times. They enjoy developing balance, control and coordination as they push, pull and pedal the wheeled vehicles and toys. Children's physical skills are developing well as they dance and embark on

environmental walks in the village. They benefit from talks on road safety, water safety and fire safety and talk excitedly about the time the air ambulance landed on the school field. They also enjoyed looking at the fire engine and know how to evacuate a building in an emergency.

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	1
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
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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	1
The extent to which children develop skills for the future	2

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