

Capel Pre-School and Out of School Club

Inspection report for early years provision

Unique reference number EY340155
Inspection date 23/09/2010
Inspector Gail Robertson

Setting address 89b The Street, Capel, Dorking, Surrey, RH5 5JX

Telephone number 01306 712717

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).

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.

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

Capel Pre-School and Out of School Club was registered in 2006. It is situated in the rural village of Capel, Surrey, in the grounds of the local Infant school. The pre-school serves the local community. It operates Monday and Thursday term time only from 9am to 1pm, Tuesday and Wednesday 9am to 3.30pm and Friday 9am to 12.45pm, lunch is provided by the parents and carers. At present there is no after school club in operation. The pre-school has sole use of a large room, office, kitchen, toilet facilities and an enclosed outside play area. They can also use the school playground and grassed area with the agreement of the school. There is disabled access. The pre-school is registered for 26 children aged two to five years. The after school club is registered for 26 children aged four to eight years. There are currently 38 children on roll and all are early years children, of these 24 receive funding for early education. The pre-school welcomes children with special educational needs and/ or disabilities and those for whom English is an additional language. The pre-school is registered on the Early Years Register and both parts of the Childcare Register. Nine staff work directly with the children, one has a teaching qualification, five have a recognised childcare qualification and two are about to begin their training. All staff hold a current first aid certificate and continue to enhance their childcare knowledge through early years training workshops. Capel Pre-School has accredited quality assurance through the Pre-school Learning Alliance. The pre-school has strong links with other early years providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in Capel Pre-school have great fun in the pre-school. They are imaginative, curious and make good progress in their learning and development because the staff are patient, caring and knowledgeable. Opportunities are sometimes missed to stretch the more able children in supporting their ability to hold a lively discussion. Staff are led by an enthusiastic, well organised manager who ensures the pre-school is fully inclusive. There is a relatively new system of evaluating through discussion and suggestion but it is not yet fully embedded. Relationships with parents are outstanding as are the links with other early years providers.

What steps need to be taken to improve provision further?

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

- develop systems for self-evaluation to improve further the good quality provision
- ensure all activities contain opportunities for challenging more able children in order to accelerate their development particularly in being able to sustain an interesting and lively conversation.

The effectiveness of leadership and management of the early years provision

Secure measures are in place for the care and safety of the children. Policies and procedures are being updated to reflect current legislation. Risk assessments are carefully carried out at the beginning of each day and a full record of these is kept. Children are often involved in helping staff to learn how to keep themselves safe. Full risk assessments are made when the children are taken out of the setting, for instance when they go for a walk to the church. Equipment and resources are well organised to ensure the safety of children and adults. Parents reported that they knew their children are safe with the caring, gentle staff.

The new manager and other staff work well together. They have built up a good daily routine for children to support their learning and development. There are limited finances for resources but the manager and staff have made sure children's learning has not suffered. It is an interesting and fun place for all children to learn and enjoy each session to the full. Children from all backgrounds are valued and respected. Staff pay good attention to celebrate equality and diversity and help children to feel part of the Capel Village community.

Monitoring and reviewing provision and practice is carried out through completing a daily evaluation report. However, this system is new and does not yet influence the written evaluation report. The manager and committee have good knowledge of the strengths and areas to develop within the setting and regularly consult with parents and children. New ideas are welcomed from all stakeholders to support improvements.

There are well established procedures in place to ensure key workers know their children very well and build up that extra relationship with them. Staff make many observations of children's progress across all the areas of learning. The learning journals are well kept with delightful photographic evidence and shared with the parents and children.

There are outstanding relationships with other early years providers within the area in particular with the host school. They provide support for staff and links of continuity for children at transfer time. Village professional, such as the church reverend are regular visitors further enhance children's learning.

There is a highly supportive relationship with all groups of parents and carers. This partnership is outstanding they are heavily involved in all aspects of the pre-school work. Parents are fully informed about their child's development and progress through informal and formal meetings. Parents appreciate the care staff give to their children and know they are safe as one said, 'he wants to come here on Saturday!'

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

Children rush into the setting with lovely smiles as they look around the room to see what the staff have in store for them. They cannot wait to get started particularly cooking crumble! New children soon become absorbed in the activities and settle quickly. Staff are welcoming and have spent a long time making the accommodation child friendly and arranged to support children's independence. The needs of different groups are well considered when planning the daily activities.

Older children act as good role models for the younger and new children and they develop caringly and responsibly. Children know the playgroup routines and feel at ease and safe. Their behaviour is exceptional because they know that this is what the staff expects of them. They share equipment and ask politely if they need something. For example, one boy playing with the train set says to another. 'Would you like to try my train? I want yours one now please'. They swap trains and go back on their imaginative train journey. They have good manners when eating their snack and lunch. Staff sit and eat their lunch with the children and engage them in meaningful conversation to increase their vocabulary. However, the more able children's ability to sustain a conversation is not fully supported by staff asking open questions.

Children are confident in carrying out the daily routines, interested and motivated by the staff who allow them to make choices. They can extend the activities themselves. For example, they draw pictures of pirate ships and maps of pirate treasure for their own role play stories. Children have a great interest in numbers and letters, older children can recognise their names and many other words. Every child loves listening to stories. They are fully aware of how to keep themselves healthy. They are beginning to understand how to keep themselves safe and free from harm through talks by the community police officers.

Children and all staff share a warm, caring and trusting relationship. Before they start, staff get relevant information from parents and carers to ensure their particular needs and interest are planned for in the daily programme. Regular staff observations ensure that children's development is on track. There is a good balance between child-initiated and adult-led activities throughout the session, so children gain independence in learning. Children thoroughly enjoy their day here. They have a great start to their school life and their learning journey towards the early learning goals.

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	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

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