

Shaldon Pre-School - Lunch Club

Inspection report for early years provision

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Inspector

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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

Shaldon Pre-School is run by a committee of parents and employs an administrator. It operates in a community hall in the small seaside village of Shaldon in Devon. Children have sole use of the hall during sessions. The pre-school is registered on the Early Years Register to provide care for 20 children aged between three years and under five years. It operates during term-time on Monday, Thursday, and Friday from 09:15 am until 3:00 pm including a supervised lunch club for children who bring a packed lunch and on Tuesdays 12:30 pm to 3:00 pm. At present, there are 38 children on roll, of these children 28 are in receipt of funding.

The pre-school serves the local area and some outlying districts. Children with learning difficulties and/or disabilities can be supported and children with English as an additional language. Seven staff are employed, four members of staff have childcare qualifications and one member is completing a course. The pre-school is supported by the Early Years Advisory Teacher and other outside agencies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff work extremely well together to provide a range of activities to support children's learning and development. They regularly reflect and evaluate their practice. They keep parents well informed on the progress their child is making to enable them to support their child's learning at home. They have comprehensive policies and procedures in place to ensure children are safe and secure. They have completed their own self-evaluation and identified areas for their own development. Their capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop further the observation systems in place to identify the next steps in children's learning and development and to build on what they can do.
- develop further opportunities to promote positive diversity and develop knowledge about other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of both themselves and others.

The effectiveness of leadership and management of the early years provision

The staff provide a very welcoming environment enabling children to confidently leave their carer's and quickly settle in to choosing what they want to play with on arrival. There are good procedures in place to ensure children are safe and secure at all times. The organisation and pace of the session is good and runs extremely smoothly between indoor and outdoor activities and snack times with no disruption to the children's enjoyment as they play. There are secure systems in place to ensure that all appropriate suitability checks are carried out on staff. The staff have undertaken a range of training courses including safeguarding training and have a secure understanding of what to do in the event of a child protection concern. They have a strong commitment to on going training and ensure they keep up to date with changes in legislation.

The room is set up well in readiness for children's arrival with a broad range of toys and activities to support their learning and individual interests. The staff have identified resources they want to replace and additional resources that want to purchase. Children have a key person, although the staff know all the children very well and make useful observations on all the children as they observe them at play to support their planning. However, the assessments recorded are not used to fully support all children's next steps of learning and to build on what they know and can do.

They provide a fully inclusive provision and have a sensitive approach to ensure all children's needs are met. They support children with English as an additional language and seek support and advice from outside agencies to support children's individual needs. They are gaining confidence in providing a range of activities to extend children's knowledge of the wider world. They have good links with the local school and children have visits prior to starting with members of staff from the pre-school to ensure their transition runs smoothly.

Partnership with parents is good. They are made very welcome and are kept very well informed on a daily basis of how their child has been and what they have been doing. Parents are reassured particularly when their child first starts and are encouraged to stay to settle them. They obtain information from parents prior to children starting to ensure they are well informed of their likes, dislikes and their starting points. Children have an informative prospectus, regularly news letters and information displayed on the notice board to keep them well informed. The parents gave very positive feedback during the inspection regarding the care their children receive and that they are kept informed both verbally and through children's assessments records of the progress they are making.

Risk Assessments are completed and regularly reviewed. Fire drills are conducted with the children at various times to ensure all children are familiar of what to do in the event of an emergency. Comprehensive documentation is in place to meet all the required regulations including policies and procedures which are shared with parents. They are vigilant in recording children's attendance and visitors to the setting.

The staff have an extremely positive approach and present as very positive role models to the children. They are clear of their roles and work effectively as a team. They have completed their own self-evaluation and accurately identified their own strengths. Their reflective practice contributes to their driving ambition to providing quality childcare and they have a clear vision to enhance what they are providing.

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

Children are very happy and interact very well with the staff and seek out their friends on arrival. They are familiar with the routine and move easily around the room selecting what they want to play with. The staff have a secure understanding of children's different stages of development and encourage them to be independent whilst being close at hand to support as necessary or to give them ideas such as when they are at the craft tables.

Children are keen to learn and have planned activities as well as being able to make independent choices of what they want to play with in groups or independently. They enjoy role play and construction activities and will ask to join in each others play or to borrow something that another child is using. They share and take turns and are very well behaved. They listen to instructions and take an active part at circle time sharing their home news.

Children learn about being healthy. They enjoy a café style snack time with a choice of fruits and learn to pour their own drinks. They learn to try fruits that are new to them such as kiwi fruit. They learn good social skills and to wash up their own cups and plates with older children offering to help the younger children. For example, a child said a cup was not washed properly and redid it for another child. They are confident with their own self care with staff giving gentle reminders to ensure they have washed their hands. They develop a good awareness of space both indoors and outside. For example, when lining up on the beam to play musical instruments and sing action songs to ensure they do not knock each other.

Children are encouraged to express themselves and their feelings through art and music. They use their own ideas when participating in craft activities. For example when painting fruit and vegetables asking a member of staff to cut the carrot and potato so they can paint it and then using it to make printing pictures. They talk about the smell of the vegetables when they are cut. For example, when the onion was cut a child said that makes your eyes sting. Children take a pride in their work and are keen to show and talk about what they have painted. The staff give children lots of praise and encouragement and notice children's achievements from a distance when they are working with another group and ensure that they are acknowledged. For example, one child who persevered to build an obstacle course to balance on when they had successfully completed it a member of staff looked across and gave them a clap.

Children's language is encouraged and they are keen to recall recent events in

their lives and forthcoming events such as where they are going on holiday. They select books for staff to read to them. They learn problem solving sorting and matching when playing games. They talk about size and volume when outside blowing bubbles. Children learn about their local community and have regular walks around the village and to the beach. They have themes planned such as 'mini beasts' and 'people who help us'. They celebrate festivals through out the year. The staff ensure parents wishes are respected and will provide an alternative activity as necessary. Children have access to a laptop with educational games and even the youngest children once shown how to use it soon become confident with the program and mouse control. Children are learning good self-esteem and skills for their future development.

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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