

Lydiard Millicent Pre-school

Inspection report for early years provision

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Inspector	Jennifer Cutler
Setting address	Lydiard Millicent Primary School, The Butts, Lydiard Millicent, Swindon, Wiltshire, SN5 3LR
Telephone number	01793 772981
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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*.

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.

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Description of the setting

Lydiard Millicent Pre-School was first registered in 1989 but opened in the refurbished, Victorian, school building in 2010. The accommodation consists of a spacious classroom, an art room, storage facilities, an office, and kitchen and toilet facilities. The good sized, outside area is easily accessible from the main classroom. The pre-school serves the local area and surrounding villages. It is registered to care for 30 children from two to five years of age. There are currently 35 children on roll, some of whom receive funding for nursery education. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. Sessions are from 8.45am to 2.45pm on Mondays to Fridays. Six part-time staff work with the children. All except one have early years qualifications. The pre-school receives support from an Early Years Leading Teacher and Special Educational Needs Co-coordinator from the local authority. Lydiard Millicent Pre-School is registered on the Early Years Register and on 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.

The quality of the provision is good. Children are happy, and work and play in a calm atmosphere. Staff are attentive to the children's individual needs and help them join in a good range of activities. As a result, children make good progress in their learning and development. The well-trained and experienced manager is proactive in making improvements and is preparing well to establish the pre-school in its new building. The setting's capacity for future improvement is good.

What steps need to be taken to improve provision further?

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

- build on and complete the self-evaluation process to help with the changes, the development and monitoring of the new setting.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of their roles and responsibilities, and robust procedures are in place to make sure that all children are safe and protected from harm. The manager ensures that all staff are suitable to work with children. All statutory documentation is securely in place and the pre-school is managed in an efficient and effective way for the benefit of everyone. For example, documentation, such as accident records, is completed in clear detail and shared with parents and carers, ensuring that they are informed of events and the level of

care their children receive. Staff have appropriate qualifications and are encouraged by the very experienced and well qualified manager to keep their skills up to date by attending courses regularly. This has a good impact on the children's welfare and all-round learning and development.

The very recent move to the skilfully-renovated premises has been extremely advantageous for the children's learning. The manager has made sure that the adaptations are for the benefit of the children, who have free access to activities inside or outside the building. Movement around the classrooms is easy and children are encouraged to be even more independent because staff are able to see all areas and constantly check on their activities. The manager uses resources effectively to meet the needs of the children. However, because the pre-school group has only recently moved, the manager is aware of the need to make sure that the best advantage is made of the new premises to promote children's development further. Existing evaluation procedures have not been fully adapted to take account of the exciting challenges the pre-school is facing in adjusting to the new premises.

Staff are highly committed to working with local advisors and other professionals in order to provide an effective and inclusive provision for all children. For example, when preparing children for the transition to school, the manager and teachers meet to talk about the children and their particular needs. The uniqueness of every child is highly valued. This has a good effect on the progress that children make because the transition to the primary school is supportive and seamless. Good systems are in place to support children with special educational needs and, when necessary, staff link with external agencies to promote children's learning and development accordingly.

The partnership with parents and carers is excellent. Some have known the staff for many years and talk very highly of the approachable manager. Parents and carers are welcomed into the pre-school to find out how their children are getting on. They receive very good levels of information relating to their children's development, especially when they are invited to stay with their child to find out how the pre-school works. Suggestions are considered seriously and help the manager make the pre-school an even better place for children to learn and thrive. The children's comprehensive learning journeys are highly valued by all. They show the staff's careful assessments of the children's progress and what steps to take next to help them make even better progress.

The children at the pre-school are given a good start to their education. This is enhanced by the manager's continuing positive relationships and close contact with many of them who attend the primary school or after-school club.

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

The renovated premises on the old school site allow the children to play and learn in a stimulating environment. This is much appreciated by staff, children, parents and carers, who hold the pre-school in high regard and consider it a good

preparation for the primary school.

Children are safe and work in a calm environment because adults make sure there is a secure and warm atmosphere at the pre-school. They enjoy coming to pre-school and take part in a good variety of activities which support all areas of learning. For example, they experiment with scissors and learn to cut and stick tissue paper on card to make a colourful picture. Their perseverance and concentration are good. Children enjoy playing with finger puppets and act out in an animated way the stories they have heard. When staff join in, they have a good impact on children's language development and stimulate their imagination further. Children are helped to develop their knowledge and understanding of the world when staff read to them. For example, children enjoyed reading a book about people from around the world and discussing the type of clothes worn in hot countries. Indeed, the pre-school promotes children's understanding of human diversity very well because there are plenty of books and resources to stimulate their curiosity and help them appreciate the differences between human beings. This helps children to value those who are different from them. Children's creativity is effectively promoted as they sing using the wide range and easily accessible musical instruments. A staff member and child beating time with the drum soon attract an eager group of children who want to join in singing all the songs they have learnt. Children successfully learn to operate computers and develop their skill in using use the mouse as they navigate their way around a computer programme. Staff successfully make spontaneous assessments throughout the day to contribute to children's learning journeys and to help plan the next stages for learning. This has a good effect on the progress that children make.

Children are prepared well for the transition to school because they learn their letters and sounds, and start to develop independent writing skills. Role play enables them to act being the teacher, take the school register or award others with 'wow' certificates for good work. Some are successful in having a go at writing their names. All these activities help children understand the importance of being able to read, write and count, and lay a firm foundation for future learning.

Children are at ease in the play-school and confidently talk to adults about the rules they need to follow. Two children eagerly explained that only three people can use the toilets at one time and that it is important to wash your hands to avoid spreading germs. Children are helped to develop healthy eating choices and know that they need to clean their teeth after eating sweets. Because children are well settled, they develop good relationships with adults and their peers. They learn to share and actively include adults in their play. They have frequent access to the outside play area and change into wellington boots so that they can enjoy the outdoors whatever the weather.

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

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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