

Dunholme Pre-School

Inspection report for early years provision

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11/11/2010

Inspector

Tara Street

Setting address

Dunholme St Chads School, Ryland Road, Dunholme, Lincs,
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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

Dunholme Pre-School is run by a voluntary committee. It was registered in 1992 and operates from a mobile classroom situated in the grounds of Dunholme St Chads Primary School in Dunholme, Lincolnshire. Children have access to a secure enclosed outdoor play area. A maximum of 18 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 8.45am to 3.30pm, term time only.

There are currently 30 children on roll who are within the early years age group. Of these, 13 are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, including the manager, who work directly with the children. Of these, two hold an appropriate level 3 qualification in early years, one of whom is working towards a Foundation Degree and two hold a level 2 qualification. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming and inclusive setting. They make good progress towards the early learning goals through a varied and interesting range of activities. Policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. Strong relationships have been developed with parents and carers and other agencies who work with children that attend the setting. The setting demonstrates a strong capacity to improve, having implemented a number of positive changes. The management team are constantly evaluating and identifying further areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the assessment system to ensure individual children's next steps in learning are consistently identified
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them
- develop further children's use of information and communication technology by ensuring battery operated resources are in good working order.

The effectiveness of leadership and management of the early years provision

Effective recruitment and induction procedures ensure children are cared for by suitable, qualified adults. The records, policies and procedures required for the safe and efficient management of the setting are appropriately maintained and are implemented very well. This ensures that the needs of all children are met and that they are protected. Regular risk assessments and daily visual checks are carried out on both the indoor and outdoor areas, to help minimise risks to children. Children are safeguarded, as staff have a good understanding of the child protection procedures and know what to do in the event of any concerns. Staff are well deployed to support children and the stimulating resources and activities are arranged effectively to enable independent selection.

The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. Staff are involved in evaluating and reflecting on practice and given good opportunities to develop their knowledge and skills through training. They show a good understanding of their roles and responsibilities and undertake tasks without direction. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the setting, ensuring all children can achieve as well as they can regardless of their backgrounds. Displays and resources depict diversity in order to ensure children learn to value those that are different from themselves.

Staff work closely with parents and carers and regularly exchange information, through daily discussions and notice boards to ensure individual needs are met. Initial information about children's likes, dislikes and interests enable staff to plan activities that children will enjoy. Parents are very involved in their child's learning and contribute to the learning records. The manager and staff have successfully established links with other early years professionals and external agencies to support the inclusion of children with special educational needs and/or disabilities. In addition, staff have worked hard to build close links with other early years settings that children attend to ensure consistency and continuity of learning for children.

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

All children are making good progress in their learning and development. Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. As a result, children show care and concern for each other and the environment, know how to keep themselves safe and form good relationships with staff and other children. Planning of activities has a high focus on children's interests and developing social awareness. Ongoing observations enable staff to record children's achievements in learning and plan activities which

offer suitable levels of challenge. However, information is not always effectively used to consistently identify their next steps in learning. Purposeful play both in and out of doors throughout the setting ensures that all areas of learning are covered. An effective key person system enables parents and carers to feel confident and children to feel safe within the setting.

Children use their imagination well, and spend long periods of time in the role play area. They enjoy dressing up and play cooperatively as they act out different scenarios. For example, children work together well as they make pretend chocolate puddings and happily stir the sauce pan of soup they are making for lunch. Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities, which look at different celebrations and cultures from around the world. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality. Children play well together, without adult involvement, which develops their social skills. For example, children eagerly play in the sand tray and share the various resources available. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculations through songs and rhymes. They enjoy stories and listen avidly when they are read to by staff, joining in with discussions about the characters and animals. They enjoy looking at books independently and turn the pages carefully, placing the books back in the rack when they have finished. They are well supported to mark-make and develop early writing skills. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access a computer, sound station and programmable toys. However, some opportunities for children to explore technology are limited due to battery operated resources not being in good working order.

Children's good health and well-being is effectively promoted. Children thoroughly enjoy outdoor play and the free flow between the indoors and outdoors. They show skill as they balance on the small gym equipment and negotiate obstacles when riding wheeled vehicles. All of the required information is captured regarding children's health and dietary needs. A healthy and varied snack, such as fresh fruit, raisins, rice cakes, bread sticks and a variety of vegetables, is available to promote children's understanding of healthy eating. Hygiene procedures effectively minimise the risk of cross infection.

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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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