

Longworth Pre-School

Inspection report for early years provision

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Inspector Sheila Boyle

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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

Longworth Pre-School is run by a parent management committee. It opened in 1997 and operates from purpose built premises in the grounds of Longworth Primary School which is situated in the village of Longworth between Abingdon and Witney. The accommodation includes a large classroom, a small cloakroom, a kitchen and office, a store room and separate washrooms for children and staff. The building has access and washroom facilities for disabled people. A maximum of 26 children at any one time may attend the pre-school which is open during term times from 9.00am to 3.10pm. The children have access to a secure enclosed outdoor play area which they share with the school's Early Years Foundation Stage. There are currently 27 children aged from two to under five years on roll. Of these, 24 receive funding for nursery education. All but two attend part time. Children come from a wide catchment area of local villages. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs four staff, all of whom have relevant qualifications and work part-time. The setting has links with the school and the Early Years adviser from the local authority. The provision is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Longworth Pre School provides a warm, secure and inclusive setting for all its children. Relationships with parents are good and they are satisfactorily involved with their children's development in the setting. Systems for safeguarding them are robust and the effective support provided by the well qualified, experienced staff ensures all children enjoy their time at the setting and make good progress. Although a self-evaluation plan is in place, it is not sufficiently rigorous to help the committee and staff manage developments in a measured way. Nevertheless, the managers have high aspirations for the provision and many developments are being planned. There is good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop and formalise the setting's processes for self-evaluation and include the views of all stakeholders, in order to identify priorities for improvement and develop the provision.
- strengthen links with parents and careers by providing them with formal opportunities to observe their children's learning in the setting and to encourage them to contribute to the planning for, and assessment of, their children's needs.

The effectiveness of leadership and management of the early years provision

Effective systems are in place to ensure good care is provided for all children. Good emphasis is given to safeguarding children and includes the vetting of all adults working at the setting. Daily risk assessments of the provision ensure children can learn in a safe, secure environment. A record is kept of the regular fire drills which are undertaken.

Staff establish good relationships with parents when attending with their child for the induction sessions. These good relationships are maintained through the daily handovers, social events and an annual parents meeting in the spring term. Questionnaires are sent out to seek the views of parents. Apart from those who attend as helpers, parents and carers have few formal opportunities to observe their children in the setting in order to contribute to the ongoing assessment of their children's learning and development.

Effective links have been established with the school's infant department. Children benefit from opportunities to play in the shared outdoor playground and share story time once a week with children from the reception class. Children are helped to develop positive attitudes in preparation for school through social events like the Christmas concert. Older children have the opportunity to meet the reception class teacher in the term prior to their transfer. Good links with the community help to promote children's knowledge and understanding of the world, for example, attending the village church for annual festivals at Christmas and Easter. Equality for all children and promotion of diversity lie at the heart of this setting.

Good provision is made for those with additional needs. Staff work closely with outside agencies to ensure children get the support they need. Staff have access to suitable further training to develop their skills and knowledge for the benefit of the children's development. They use their experience and the good resources effectively to promote the children's learning. The good assessments and effective programmes ensure that planning takes appropriate account of the children's needs and interests as well as the areas of learning for that age.

The leaders know the setting's strengths and have identified several areas for development in an action plan. However, they do not yet systematically seek the views of all stakeholders or identify in the action plan success criteria against which progress can be measured or timescales for the completion of actions. Nevertheless their intended actions indicate good capacity for improvements.

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

Children enjoy their time at the setting because they are provided with a rich stimulating environment and a wide range of fun and challenging activities. As a result all children settle quickly, learn new vocabulary and communicate well with their peers, staff and visitors. They make good use of the outdoor equipment to

develop their coordination skills and their social and physical skills as they learn to cooperate with each other. They play imaginatively indoors when they dress up as characters from fairy tales or people they know help them, such as the post man or fire man.

Children's creativity is developed well as they explore different materials such as sand, dough, paint and various types of paper. For example, they recently made candle holders for their Christmas celebrations. Children persevere for long periods, often playing in small groups where they readily take turns and share with each other. Children name primary colours and some can group objects according to their colour, shape or size. Activities to enable children to develop their language, communication, literacy and counting skills are readily available. Stories, action songs and rhymes are used well to promote these skills. As part of their animals topic, children use puppets to illustrate the characteristics of their favourite animals.

Children demonstrate good early writing and reading skills. Some copy letters and others can write their name before they leave. Some know the sound of the letters in their name and are beginning to blend and segment sounds. Children's economic well being is well assured as they are developing their literacy and number skills in preparation for school. For example, older children identify their place at the table for lunch with their name card. Children demonstrate good independence by helping themselves to drinks from the tray and fetching their lunch boxes. They learn to socialise well, playing together in the home corner and participating in shopping games, exchanging money for goods. Children's welfare is promoted well. They identify healthy foods such as grapes, tomatoes, carrots and blueberries. Children know how to keep safe. They know not to run indoors and, in the frosty weather, they move around carefully and play within a restricted area outside when required to do so. They use tools such as scissors and pencils with care.

Children quickly learn the daily routines and demonstrate a good awareness of health and hygiene by washing their hands after using the toilet and before meals. They are very happy and show affection and respect for staff by listening to them, behaving well and following instructions. Children quickly learn to tolerate, respect and support one another. Through the celebration of major festivals such as the Diwali and Hannukah, they learn about people, music and instruments from other countries. Children's good development in all areas, including their personal and social skills, means they are well prepared for the next steps in their learning.

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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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