

# Risby Pre-school

Inspection report for early years provision

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**Unique reference number** 251614  
**Inspection date** 25/11/2010  
**Inspector** Jacqueline Mason

**Setting address** The Village Hall, Alymer Close, Risby, Bury St Edmunds,  
Suffolk, IP28 6RT

**Telephone number** 07704 141382

**Email**

**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).

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## **Description of the setting**

Risby Pre-School is run by a committee and was established in the 1970s. It is run by a committee of parents. It serves the rural village of Risby in Suffolk, as well as a number of surrounding villages. The setting meets in Risby Village Hall and has use of two main rooms, toilet facilities, kitchen and a small fenced garden.

Sessions are held each weekday from 9.15am to 11.45am during school term-times only. The setting is registered on the Early Years Register to care for no more than 22 children in the early years age group. There are currently 27 children on roll. Children may attend for a variety of sessions.

There are three members of staff who work with the children. They all hold relevant early years qualifications. Parents and committee members work in the setting on a rota basis. The setting receives regular support from the local authority and advisory teachers.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school has a positive ethos of inclusion that ensures all children's care and learning needs are met. Outcomes for children are consistently good and children make good progress towards the early learning goals, supported by a caring and well-motivated staff team. The setting is mostly organised well. Staff build extremely effective partnerships with parents and others who provide care for the children. Policies and procedures, necessary for the safe and efficient running of the setting are mostly in place. The setting has good systems for identifying its strengths and areas for development.

## **What steps need to be taken to improve provision further?**

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

- provide well-planned experiences for children during active play in the hall
- include in the complaints procedure up-to-date details of how to contact Ofsted
- develop snack-time to promote children's social skills, helping children to enjoy being with and talking to other children and adults.

## **The effectiveness of leadership and management of the early years provision**

Systems to safeguard children are well implemented as staff have an up-to-date understanding of child protection issues. They attend regular training in safeguarding to ensure that they are able to recognise the signs and symptoms of abuse and know how to report concerns. Comprehensive risk assessments are

carried out, along with daily checklists, to make sure the premises is safe and suitable for children to use. Children are consistently signed in on the registers as they arrive and marked out as they leave. Through this staff know which children are present at any time.

Both the staff and the pre-school committee are highly motivated and have an enthusiasm about the provision that makes it an exciting place to be. Children are at the heart of everything that happens and staff spend their time working directly with the children, delegating routine tasks such as the preparation of children's snacks, to parent helpers. Morale is high and belief in the pre-school's success runs through all levels of staff. Staff are enthusiastic about further developing their childcare skills and knowledge and all staff are booked onto training courses. Partnerships with parents are highly effective and ongoing dialogue with them ensures parental involvement. They are kept fully informed about their children's progress and encouraged to contribute to their children's developmental records. Concerns about children's learning and development are addressed exceptionally well to help meet children's individual needs and offer robust support to parents. Very good links with the local school are in place. This helps to ensure that partnerships with others who provide care and teaching for the children are fostered effectively, resulting in continuity of care for children.

All policies and procedures, necessary for the safe and efficient running of the setting are in place, although the complaints procedures has not been reviewed effectively to ensure the correct contact details of Ofsted are listed. Policies are shared with parents to help them make fully informed decisions about their children's care and learning. Good practice is reviewed regularly through staff meetings that allows for any issues to be addressed. In addition, staff have identified strengths and areas for the development of the setting through carrying out a formal self-evaluation. This is in the process of being reviewed to monitor progress and ensure all staff are involved. An active and enthusiastic committee is in place and they share the same high expectations as staff. The setting works with the local authority support workers and take on board their suggestions for improvement.

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

Children are eager to attend and make significant gains in their learning. This is because they are motivated by staff who are caring, enthusiastic and knowledgeable about the Early Years Foundation Stage. Staff plan exciting and stimulating activities to encourage development in most areas of learning. Staff plan daily opportunities for children to play in the large hall in order for them to take part in active play. However, although different toys are provided each day, such as balls and climbing equipment, this is not effectively managed to offer purposeful play opportunities that help promote physical development. In addition to active play in the hall children are able to play outdoors and have freedom of movement between indoor and outdoor spaces. They are developing a strong sense of belonging because consistent routines are followed. For example, children know that when a member of staff rings the bell they must stop and listen.

An effective key worker system is in place and staff work closely with parents to establish children's starting points. Parents complete 'all about me' booklets in which are recorded children's abilities, likes and dislikes. Through this, and effective observation and assessment of children, staff are able to provide activities that excite children, taking account of their starting points, capabilities and interests. Activities are adapted to ensure that all children can participate, such as when using an inset puzzle with clock faces, the adult adapts the activity to help older children learn about telling the time whilst using simple number language with younger ones, showing them the numerals on the dials. Children use computers confidently and are able to complete simple programmes with little or no support. They play imaginatively based on their own experiences, such as making 'biscuits' out of play dough. They offer the 'biscuits' to others and pretend to eat them, commenting on how lovely they taste! Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future to contribute to their economic well-being.

Sensitive and caring support from adults means that children are able to persist in activities of their own choosing even if it becomes difficult for them. Children readily go to adults for support with activities and for a cuddle, climbing onto their laps when sitting together looking at books and chatting about the illustrations. Staff are sensitive to children's needs and gently encourage children to participate and become involved, making links with home. For example, a child who was not engaged in an activity was invited by a staff member to join the baking activity she was leading, making links with the child's home life by talking about who they would like to make the energy cake for. When the child said that their Dad was collecting them the adult suggested that maybe the child would like to make a cake for him. The child eagerly joined in and laughed as they mixed the ingredients together.

Children are developing independence as they are able to select which activity they would like to participate in. Space in the main playroom is used effectively with a lovely range of toys, resources and activities provided. A 'rolling-snack' programme is in place which means that children can access snacks when they want. However, staff are not actively engaged in this, resulting in opportunities to promote social skills, such as conversations between children and between children and staff at the table, not being effectively promoted. Visits from the local dentist help children to learn about how to look after their teeth. Children are aware of the importance of good hygiene with regard to hand washing, and this helps to contribute to a healthy lifestyle.

Staff promote the wider world effectively to help children develop positive attitudes to others. Children mostly play well together and are encouraged to share and take turns. Staff act as good role models to help children learn right from wrong and unwanted behaviour is managed sensitively, taking into account children's individual ages and levels of understanding. Positive images of culture, disability and gender are promoted well. Parents are encouraged to come into the setting to talk about the customs that they celebrate and activities are planned to complement this. A parent has recently visited to talk about Thanksgiving and play

activities planned to further children's understanding. When completing pictures of turkeys, with regard to Thanksgiving, children talk confidently about the colours that they are using and are able to match the colours to those in the environment.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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