

Blakeney Under Fives

Inspection report for early years provision

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Inspector

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Setting address

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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

Blakeney Under Fives is managed by a parent committee. It has been established for many years, moving permanently to the site of Blakeney Primary School in September 2006. The pre-school offers a variety of sessions throughout the week: Monday and Wednesday from 12 noon until 3pm, Tuesday and Friday from 9am until 12 noon and all day Thursday from 9am until 3pm. A mother and toddler group is offered on Wednesday mornings. The group is registered for 24 children, between the ages of two and five at any one time. Funded three and four-year-olds are accepted. The group has its own new self-contained building. This comprises of a playroom, toilet, kitchen and office facilities. It has its own enclosed outside area and a garden plot in the grounds of the primary school. It also has the use of the school playground and field areas. Currently there are 14 children on roll between the ages of three and four, most attend a variety of sessions. Thirteen children are in receipt of educational funding. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. Four staff with appropriate qualifications work at the setting on a part time basis. The setting has links with the school's early years class and the Early Years Adviser from the local authority. The provision is registered on the Early Years Register only.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of provision is good. The caring staff promote good levels of inclusion, keep children safe and well, and show respect for each child. Strong links with parents, the school and with the local community help the children grow in confidence, develop independence and enjoy their time at the setting. Managers have addressed all of the issues from the last inspection. Although not yet fully confident at using self-evaluation routines, the setting has identified further areas for improvement in a clear and effective action plan reflecting their positive outlook for continual development.

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, for example, by increasing the views of stakeholders
- increase the provision and effectiveness of outdoor play facilities to enable children to develop their physical skills in inclement weather

The effectiveness of leadership and management of the early years provision

Strong emphasis is placed on safeguarding children and includes the vetting of all adults working at the setting. Good child protection procedures are in place. Daily risk assessments of the provision ensure children can learn in a safe, secure environment. The arrangements for induction and training of staff are good and help staff to carry out their duties effectively. The group is well led by an experienced manager who works well with her staff to sure that children are safe, well-cared for and have a wide variety of activities which enable them to make good progress.

Staff build good relationships with parents at an early stage and regular contact is maintained through a daily handover meeting, an information notice board and formal parent meetings. Effective links have also been established with the school's infant department and children benefit from visitor events such as Christmas productions. Older children have the opportunity to meet the reception class teacher and visit the school 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, children sing carols at a home for elders in the village and they frequently visit the post office to buy stamps and post letters. Visitors to the setting, including the health visitor and other representative from support services, help children develop an understanding on keeping safe and leading healthy lives.

Equality for all children and promotion of diversity lie at the heart of this setting. There are effective systems for promoting children's progress across all the required areas of learning. Staff act as 'key workers' for each child. Their planning takes good account of the children's needs and interests and they use the setting's many and attractive resources effectively to promote the children's learning. They often take the children to the school's adventure play area because their own outdoor play area has no large equipment for climbing and other physical activities. Nevertheless the children have daily access to this area where they use a variety of small equipment when the weather permits. The committee is aware of the need to provide large outdoor equipment and make this area more accessible for children when the weather is inclement. The manager has address all of the issues from the last inspection and with the staff, she regularly reflects on what can be done to improve the setting further. Systems for review and evaluation are usually effectively, but the views of others are not always gained systematically to aid improvement, or recorded to best effect. Nevertheless the capacity for improvement is good overall as the actions to improve the setting have been completed well.

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 quickly learn new vocabulary and communicate well with their

peers, staff and visitors. They frequently use the small mobile toys outdoors in their own setting as well as the school's adventure play ground to develop their coordination skills and their social and physical skills. They play imaginatively indoors when they dress up as various characters from fairy tales or people they know such as the postman or fireman. They children explore different materials such as sand, water, play-dough, paint and various types of paper. Recently they made Christmas decorations for the church from salt dough and then painted them in bright colours' Children can persevere for long periods often playing in small groups where they demonstrate the ability to take turns and share with each other. On the mathematics table children sequence colours by threading spools of different colour on to a string and some can group objects according to their colour, shape or size.

Activities are available to enable children to develop early reading, writing and counting skills. Children demonstrate good early writing skills, some copy letters and others can write their name before they leave the setting. Children's economic well being is well assured as they are developing their literacy and number skills in preparation for school. Children often look at the picture books and then choose a story for the rest of their class, they identify their place at the table for lunch and snacks with their name card. They sing nursery rhymes and songs which help to develop their language and counting skills well. Children demonstrate good independence by helping themselves to drinks from the tray, fetching their lunch boxes at meal times. They play together in the home corner and often participate in shopping games, exchanging money for goods.

Children's welfare is promoted well. They identify healthy foods in their lunch boxes such as grapes, tomatoes and salads. Children know how to keep safe. They move around indoors without running 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 Chinese New Year, and Diwali 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

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| 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

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| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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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