

Lawshall Pre-school

Inspection report for early years provision

Unique reference number 508618
Inspection date 09/12/2010
Inspector Sue Rogers

Setting address Buttercup Building, All Saints School, The Street, Lawshall,
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Telephone number 01284 828112
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).

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

Lawshall Pre-school is run by Lawshall Pre-school Committee. It was registered in 1998 and operates from a separate building in the grounds of All Saints School in the village of Lawshall, Suffolk. The pre-school is open from 12:30pm to 3.30pm each week day, term time only. All children have access to an enclosed outdoor play space.

The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children aged under eight years may attend the setting at any one time and there are currently 30 children on roll. Of these, all are in the early years age group. The setting is in receipt of funding for early education places. The pre-school admits children between the ages of two years and five years of age. The pre-school supports children who speak English as an additional language and is able to support children with special educational needs and/or disabilities.

The pre-school employs five members of staff who work with the children. Of these, three members of staff have a qualification at level 4 and two members of staff have a qualification at level 2 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The effectiveness of this setting stems directly from staff, who have an excellent understanding of the Early Years Foundation Stage and wholeheartedly support children's learning. The committed staff team work extremely well together to ensure that children's individual developmental needs are met very well and that they all achieve exceptional outcomes. The setting has made admirable steps forward in nurturing a highly effective working partnership with parents. Excellent policies and procedures ensure that all the children thrive in a safe space that promotes, values and celebrates diversity and difference. The setting is committed to securing improvement and has an outstanding capacity to progress in the future.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing further the high quality observations and assessments to further guide planning.

The effectiveness of leadership and management of the early years provision

Safeguarding is given the highest priority at the setting. Staff have attended detailed child protection training and know how to respond promptly if there are concerns regarding a child in their care. Due to ongoing training opportunities and their expertise, the staff have an excellent knowledge and understanding of safeguarding issues. Parents and carers fully understand how the setting functions through the comprehensive policies that are readily accessible, regularly reviewed and highly effective. Risk assessments are thoroughly documented and ongoing throughout the daily practice. Careful vigilance and explanations from staff ensure that children are well protected from harm. All staff are vetted prior to starting at the setting and take their roles extremely seriously. Children are encouraged to assess their own risks by using a wide range of tools and equipment that provide extensive learning opportunities. Their independence is actively encouraged as they learn to assess their own risks, thus gaining greater skills throughout their learning. Staff are deployed very well in this excellently resourced setting, and this level of organisation contributes towards children's excellent outcomes.

Staff have exceptional support through regular appraisals and training opportunities that encourage their professional development. The recruitment of all staff and helpers is very effective in ensuring that they all are suitable for their role. All staff are committed to improving the setting even further and actively engage in thoroughly assessing the effectiveness of the provision currently on offer. Staff seek and incorporate the views of parents, children and other agencies to inform how best to bring about improvements. Staff have targeted certain areas for improvement, and these priorities are based securely on the needs of the children. The developments made to date have had an outstanding impact on the outcomes for all children and ensure a continual improvement in the effectiveness of the provision. Time is set aside each day to allow staff to share and exchange views with parents regarding their child's attainments, needs and interests. This sharpens future planning for individual children and ensures their learning and development needs are met extremely well. This information also contributes to the records of children's learning points called 'learning journeys'.

Parents consistently feel that their opinions are highly valued. The welcoming atmosphere and approachable and sensitive staff create highly effective lines of communication. Partnerships are strengthened as parents are able to support their child during sessions and photographic images of their child enjoying sessions are available for parents to view at the end of each day. Parents are encouraged to contribute towards their child's assessments and annual report systems. These records are used to demonstrate the high quality of the provision and the outstanding progress that children make. Innovative approaches are used to support children who speak English as an additional language, ensuring that equality and diversity are at the heart of everything that this setting does. As a result, all children are safe, always included, their welfare promoted and their needs fully met. The setting has fostered excellent links with outside agencies and the school, this ensures that any issues are met very sensitively and professionally.

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

Exciting and stimulating indoor and outdoor areas provide immense learning opportunities for all children. Children's learning is extremely well supported as they access all play areas whenever they wish, ensuring play activities meet their individual needs and preferences. Staff's level of support is exemplary, as they know how and when to ask carefully considered questions. This is because staff have an excellent knowledge of each individual child in their care and are extremely sensitive to their needs and interests. Children positively thrive in this setting as a result of the child-centred ethos and personalised provision that places the individual child firmly at the centre of the adults' attention. This also allows the highly-skilled staff great flexibility to make the most of children's interests and learning preferences so that children confidently experiment and explore their environment and often steer their own learning.

Children relish the opportunities to play outdoors. Even in the coldest weather children put on their own boots coats, hats and gloves and explore the well-resourced outdoor play areas. They use tools to sweep and scoop up dried leaves and this extends their learning about shape and volume. They chop up thin sheets of ice and identify the shapes that are created. They enthusiastically describe the textures and sensations that occur when ice is crushed. Staff are highly skilled in knowing how to unlock potential and extend opportunities further by directing children to study newly formed icicles. This extends their language skills, as children freely describe the qualities of frozen water and speculate on factors which cause icicles to melt. Their physical skills are carefully extended through planning that is specific to each child's needs. For example, children who have difficulty cutting paper are encouraged to cut other materials such as dough, raising their confidence and self reliance. Through purposeful questioning and gentle coaxing, staff skilfully extend children's learning and prompt children to count the number of stalks on a bunch of grapes, which requires children's utmost attention and concentration. Children are encouraged by staff to treat people around them with high levels of respect and care and show exemplary levels of cooperation by taking turns and using appropriate language.

Children thoroughly delight in imaginary play opportunities, creating many scenarios where they use their extensive language skills and practice their mark making and writing as they 'record' emergencies in the pretend fire station. Children's 'learning journeys' are very well documented and demonstrate staff's understanding of individual children's needs. These records are used to inform the planning which responds to individual children's needs. However, staff recognise that some of their written observations do not always refer to individual areas of learning, and this potentially impacts on further enhancing planning in some areas. Children have an outstanding appreciation of the importance of healthy lifestyles, and are encouraged to choose nutritious snacks and to be physical. Through lessons, visitors and the excellent example staff set, children know how to stay safe and show outstanding levels of responsible behaviour.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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