

Ford Pre-School

Inspection report for early years provision

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Inspector	Kathleen Snowdon

Setting address	Hugh Joicey Church of England First School, Ford, Berwick-upon-Tweed, Northumberland, TD15 2QA
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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

Ford Pre-School was registered in 2004 and is based in Hugh Joicey Church of England First School, in Ford, Berwick-upon-Tweed. It is on the Early Years Register and may care for a maximum of 16 children aged from two to five years old at any one time. There are 22 children on roll; these live in the local and surrounding communities. Children are accommodated in a pre-school unit and have access to a fully enclosed outdoor play area as well as the school assembly hall and school grounds. The setting is open from 8.45am to 11.45am, Monday to Friday, in term time only. A lunch club is also available from 11.45am until 12.40pm, Monday to Friday, in term time only. Four members of staff work directly with the children. Two hold qualifications in childcare and education at level 4 and two hold similar qualifications at level 3. Additionally, two members of staff are qualified Forest School practitioners. The setting receives funding for free early education for three and four-year-olds and is supported by teaching staff in the school and early years advisors from the Local Authority. It supports children with special educational needs and/or disabilities and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have excellent understanding of children's individual needs. This inclusive environment fully promotes the children's welfare and enables them to make outstanding progress in their learning and development. Recommendations from the last inspection have been addressed, partnership working is exemplary and self-evaluation is exceptional. Consequently, the capacity for continuous improvement is excellent.

What steps need to be taken to improve provision further?

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

- make further use of the outdoor area to increase opportunities for children to examine change over time, for example, by regularly growing plants and vegetables.

The effectiveness of leadership and management of the early years provision

Safeguarding is given top priority and all documentation is maintained at an impeccable level. Staff have been appropriately vetted to determine their suitability and their excellent knowledge of child protection issues is kept up to date through ongoing training. All staff speak confidently about passing on concerns and they are extremely well aware of the signs and symptoms that indicate possible abuse.

Excellent risk assessment and very good staffing ratios minimise accidents, while exceptional teaching helps children to manage risk in a highly effective way. This is exemplified by the children's remarkable self-control in high risk areas, such as near the pond or the outdoor fire area.

Partnership working is exceptional. Staff from the setting and the host school regularly work together to create a fantastic learning environment for the children. There are very strong and rewarding links with the wider locality too. For instance, the setting is currently working with local residents on a collaborative project to create a community garden. Partnership with parents is similarly impressive. As well as a dedicated website, parents are kept very well informed by daily discussions with staff, regular emails and newsletters, and by diaries that give them an opportunity to share with staff, the children's recent experiences. Parents say that the setting is 'special and wonderful', describe staff as 'brilliant, dedicated and caring' and particularly value the 'lovely atmosphere and the fabulous location.'

Self-evaluation is excellent. Staff show exceptional commitment to their work. They consistently strive to provide the best possible care and education for the children. They constantly research and appraise new or different ways of doing things while recognising and understanding the integrity and success of aspects of their current practice. They regularly undertake training covering a wide range of highly relevant areas. Staff place the children at the heart of what they do and as a result, all of the children feel safe, secure and receptive to new experiences. Every child is valued and respected as an individual so there is excellent scope for them to reach their own, personal potential.

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

Staff work very closely with parents to establish children's starting points and abilities. Thereafter, they use their excellent knowledge and understanding of individual children and make perceptive observations and assessments to plan meaningful and rewarding activities that include every child, cover all areas of learning and appeal to children's interests. For example, the children collect food to make parcels to distribute to elderly people in the vicinity, demonstrating how excellent partnership working enables the children to make a valuable contribution to the wider community.

Indoor play areas are very well defined and exceptionally well resourced with top quality, easily accessible equipment. As a result, the children are utterly absorbed and completely focused on their chosen task. This helps them to acquire very good levels of concentration and supports the excellent progress they make towards the early learning goals. The beautiful outdoor area offers the children a wealth of natural resources to play with, but there are relatively few opportunities for them to observe change over time here. Nevertheless, excellent teaching raises the children's awareness of their stunning surroundings. They learn about important issues, such as conservation and sustainability, so begin to appreciate where they live and how to preserve and protect it.

There are exceptional opportunities for children to develop their communication, language and literacy skills. For example, during their time at the setting, they are encouraged to talk about the things that interest them and to listen to others.

They communicate in other ways too, exemplified when they emulate staff's commitment to equal opportunities by using sign language to convey meaning to their peers with special educational needs and/or disabilities. They also paint and draw pictures to help them reflect upon and discuss recent events or people that they have encountered, promoting their creative development in the process.

Sensible policies and consistent routines, such as hand washing after using the bathroom, help to contain the spread of infections, while fun filled activities, like 'Polar Work Out', where the children move their bodies in different ways, promote the children's health and physical development. Appetising snacks that include fruit, rice cakes and milk, encourage the development of healthy preferences. As the children help to prepare their snack they learn to count and solve problems, such as how many beakers are needed.

The children's behaviour is exceptional. Sensitive and appropriate guidance teaches them right from wrong and they emulate the excellent example set by the staff, who treat others with respect and kindness. This helps the children to acquire positive personal qualities and boosts their personal, social and emotional development. These outstanding early experiences give children an excellent start in life and help them to develop the skills they need to achieve future success.

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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