

Croughton Pre-School

Inspection report for early years provision

Unique reference number

EY233529

Inspection date

12/01/2011

Inspector

Tracy Boland

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*.

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

Croughton Pre-school- opened in 2002. The setting is committee run and operates from a village hall in the village of Croughton, in Northamptonshire. Children have access to an enclosed outdoor play area and adjoining playing fields with climbing equipment. The pre-school serves the local community.

The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 29 children on roll, all of whom are within the early years age range. The group opens four days a week during term time. Sessions are from 9am until 1pm on a Monday and 9am until 3pm on Tuesday, Wednesday and Thursday. Children are able to attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. There is direct access to the setting.

The setting employs four members of childcare staff and has one volunteer. Two members of staff hold appropriate early years qualifications to Level 3 (Diploma in Pre-school Practice) and one member is awaiting certification of Level 3. The setting receives support from the local authority 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.

The excellent organisation of the pre-school and very effective systems, policies and procedures ensure the safe and harmonious operation of the setting. Staff demonstrate an extremely well-developed knowledge of each child's needs which ensures all aspects of their welfare and learning are effectively promoted. The setting's commitment to promoting equality and diversity enables children to develop excellent levels of self-esteem and independence. The partnership with parents, carers and other agencies ensures that the needs of all children are consistently met, along with any additional support needs. Robust systems for self-evaluation makes sure that priorities for development are identified and actioned, which maintains continuous improved outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the use of mathematical concepts in all areas of the provision.

The effectiveness of leadership and management of the early years provision

The strong management team comprising of the committee and manager provide excellent leadership. The whole staff team work cohesively to ensure the children and their ever changing needs are at the heart of all they do. Children are extremely well safeguarded because there are rigorous and robust recruitment and vetting procedures to ensure that all adults are suitable to work with the children. They undertake a detailed induction, regular appraisals and training opportunities, to ensure their knowledge and practice is up to date. Clear and concise risk assessments are used throughout the premises so that possible hazards are identified and dealt with. An extensive range of policies and procedures underpin the setting's extremely good practice. They are monitored and updated to ensure they meet current legislation and practice and are freely available to parents. All required documentation is well organised and all staff demonstrate good knowledge of the policies, procedures and records, therefore ensuring the smooth running of the setting.

Staff demonstrate a commitment to working closely with parents and carers to ensure their child's individual needs are continually reviewed. Extremely effective communication systems ensure the daily sharing of information. Parents speak highly of the staff team, the care and attention their children receive, especially whilst settling into the setting and the wide variety of activities that their children participate in. They feel totally included in their child's care and education and enjoy having free access to their child's development records. The setting has excellent procedures to ensure that they liaise closely with other early years settings, that the children attend. Staff are proactive in their approach to extending children's understanding of diversity and the wider world and have formed strong routines to ensure those attending with English as an additional language, are well catered for. Staff liaise with parents frequently and make very good use of external agencies so that they can provide consistent support for the children who need it and give reassurance to their parents. Children benefit greatly from a fully inclusive, vibrant environment which is superbly organised and allows all children to move around freely and safely.

There are highly effective monitoring and evaluation systems in place to ensure that excellent quality care and education is provided at all times. Management and staff continuously reflect on what they do, parents are invited to comment and attend meetings and children are encouraged to share their views with regard to planning and activities. Regular meetings and visits with other early years settings, cluster groups and the local school, provides opportunities to share good practice and monitor the service they provide. Staff demonstrate a clear commitment to improving their skills to benefit children and frequently access training. The setting are continually developing their ideas and resources and a recently acquired grant has been used to further develop the learning environment within the setting.

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

Children are eager and enthusiastic as they enter the pre-school setting. They separate with ease from their parents and quickly become engaged in activities. From the moment they enter the setting children are encouraged to be independent and develop skills for the future. They are comforted by the routines of the session and know they can dip in and out of the familiar activities or go and select something for themselves. This helps develop a strong sense of belonging and a sense of value and inclusion. Staff make exceptionally good use of every opportunity to help children learn in practical ways both in and outdoors. Children learn the importance of looking after themselves through regular exercise, eating healthily and the difference to the bodies before and after any physical activity. They develop their number recognition through everyday routines, such as, snack time where they select the amount of fruit, in correspondence with the information on the snack table and learn about the different foods they eat, where they come from and regularly try fruits from different countries.

Staff provide high levels of support when needed but allow children to try to resolve their own problems and develop their own games with their peers, such as, taking turns when playing skittles. They negotiate with support how to share favourite toys and some children have clearly formed strong friendships. Staff have an excellent understanding of how children learn and are acutely aware of how different they can all be. They are constantly looking for ways in which to promote learning for all children. They recognise that some children do not learn so easily in some areas, such as, numeracy, reasoning and problem solving and take time to plan for individuals, for example, lots of outdoor play, messy and tactile play. Staff continue to provide resources for the home corner theme within the role play area. They provide resources that are familiar to children at home and encourage them to care for the dolls, asking questions to encourage them to recall their families and to extend their language and thinking, for example, when looking at appropriate clothing for the dolls, talking about the weather and how to keep themselves warm.

During a recent 'fudge' day, where the children brought their daddies, granddads and carers into the setting and enjoyed engaging in a wide variety of activities. Written feedback from the adults was fantastic and full of praise and thanks for the opportunity to involve themselves in their child's play. Staff provide children with a variety of experiences. The children enjoy meeting visitors from the community and begin to understand how some children attending the setting, celebrate festivals at home and encourage parents to become involved. This all helps prepare them for future life.

Children make excellent progress in all aspects of their learning and development in this caring and nurturing environment. Staff work cohesively to observe the children to enable them to get to know the children well and time is spent ensuring the settling in process is calm and meets the child's individual needs. An extremely effective key person system, ensures excellent use is made of information received from parents, in order to ensure children are happy and settled and their needs

met at all times. Staff maintain concise records about the children and the activities they pursue and evaluate the progress they make to consistently plan to meet their needs and extend this further.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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