

Feoffment Pre School

Inspection report for early years provision

Unique reference number	251481
Inspection date	18/01/2011
Inspector	Janet Keeling

Setting address	Bridewell Lane, Bury St. Edmunds, Suffolk, IP33 1RE
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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

Feoffment Pre-School registered in 1995 and is run by a voluntary management committee. It operates from a mobile unit within the grounds of the Guildhall Feoffment Primary School in Bury St Edmunds. Children have access to an enclosed outdoor play area and to the school playground. The pre-school serves children and families from the local and surrounding areas.

A maximum of 26 children from two to five years may attend the pre-school at any one time. There are currently 60 children on roll, all of whom are within the early years age group. The pre-school receives funding for early years education. Children attend for a variety of the sessions on offer. It is open Monday to Friday from 8.30am to 11.30am and from 12.30pm to 3.30pm, during school term times only. The pre-school is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff who work directly with the children. Of these, five hold an appropriate level 3 qualification in early years and the manager holds Early Years Professional Status. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this vibrant and very welcoming pre-school. They make good progress in their learning and development and engage in a wide range of enjoyable activities which take account of their interests and learning needs. Staff are motivated and work well as a team and give priority to safeguarding children. Risk assessments are conducted regularly and are mostly thorough. Excellent partnerships with parents have been established, ensuring children's needs are fully supported. The pre-school is led and managed by a very enthusiastic and dedicated manager who demonstrates a positive approach towards sustained and continuous improvement of the pre-school.

What steps need to be taken to improve provision further?

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

- extend risk assessments further so that they cover everything with which a child may come into contact, this specifically refers to the fenced area and deliveries being made to the school.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. All staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. Risk assessments are completed and cover most aspects of the indoor and outdoor learning environment and outings. However, the daily risk assessments do not clearly demonstrate what action has been taken to minimise all identified hazards. This refers to the height of the perimeter fencing in the outdoor play area and deliveries being made to the main school kitchen via the play area during the operational hours of the pre-school. However, staff are deployed effectively to ensure the safety of children. Written fire procedures are in place and staff ensure that children engage in emergency evacuation procedures. Staff routinely verify the identity of all visitors and are vigilant about the safe arrival and collection of children. The deployment of resources is good. For example, staff are successfully deployed to support the children's care and well-being and make good use of available space and resources.

The recently appointed manager has been very successful in building a cohesive staff team who are committed to improving outcomes for all children. They are passionate about their work and as a result they act as positive role models. The pre-school's self-evaluation system, together with parent questionnaires, helps staff to identify the pre-school's strengths and areas for improvement. There is a pro-active and shared vision for inclusive practice and as a result children are fully included and integrated into pre-school life. Weekly staff meetings provide valuable opportunities for staff to share any practice issues, while regular appraisals enable the managers and staff to reflect on their practice. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being is further enhanced.

Partnerships with parents are outstanding. Excellent channels of communication have been established and parents receive a weekly email informing them of events and information on what children have been doing during the week. Regular consultation meetings provide valuable opportunities for parents to speak to their child's key person. The parents' notice board ensures that parents and carers have access to information about the running of the pre-school. Parents are invited to attend committee meetings, engage in fund raising events and to share their own knowledge and skills. Parents have recently given their time to help with the redecoration of the playroom, while other parents have engaged in story times with the children. Successful partnerships with early years professionals at the host school and other early years providers have been established. Consequently, this has a positive impact on children's future needs as many of them move on to attend the school where they will be familiar with their new learning environment.

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

Children are familiar with the learning environment, settle quickly on arrival and are eager to learn. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources both indoors and outdoors. There is a good balance of adult-led and child-initiated activities that result in children being active learners. Children interact very positively with their peers and are keen to share their ideas with their friends and staff. On admission to the pre-school an 'all about me' form is completed, which documents children's interests, needs and dislikes. This ensures that children's individual needs are supported well. Staff observe children, listen carefully to what they say and record information on a daily basis. This information is evaluated and used effectively to plan future activities. All children have 'learning journey folders', which contain both photographic and written information of children's learning, achievements and records of children's own work. Currently, the manager and staff are looking at ways that parents could contribute further to their child's learning journeys. These folders are shared regularly with parents and are available for parents to see at any time.

Children make good progress towards the early learning goals because staff demonstrate a comprehensive knowledge and understanding of the Early Years Foundation Stage framework. Children's personal, social and emotional development is successfully supported as they relate positively with each other and to adults. They access a wide range of first-hand learning experiences. For example, children chuckle with delight as they explore the water play activity. They carefully pour water into a funnel and watch with great anticipation as it trickles down the drain pipes. They are developing a love for books as they freely access a wide range of interesting titles in the cosy book corner and enjoy story time. There is enormous excitement as the children listen attentively to the story about the man on the moon. Their creativity is fully supported through access to a wide range of role play equipment, construction toys, chinks, paints, sand and water. In the creative area a small group of children chat happily together as they knead, roll and cut shapes in the dough. They talk about how the dough is soft and cold and about what they are making. Children are beginning to learn that print carries meaning as they self-register on arrival, use their name card to register themselves at snack time and are encouraged to write their names on their own work. They enjoy music and movement and eagerly join in with a range of songs and action rhymes. Their understanding of numbers, size and shapes is developing well through everyday activities. They count how many candles are on a cake, competently recognised shapes and talk about the large and small counters on the interactive white board. Children enjoy being in the fresh air and relish the outdoor play opportunities, where they explore their natural environment while hunting for bugs and plant sunflowers in the wooden boxes. They also have opportunities to explore their local community and enjoyed hosting a teddy bears' picnic in the grounds of nearby Abbey Gardens.

Children are secure and develop a sense of belonging at the pre-school. They are happy and settled, and display good levels of confidence and self-esteem. They

behave well and help to tidy up after play. Gentle reminders from staff help children develop a sense of right and wrong, as they are encouraged to share, take turns and be kind to each other. They are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. Children learn how to stay safe as they regularly engage in emergency evacuation procedures and are gently reminded to use equipment appropriately by staff. Staff also encourage children to develop their own personal hygiene skills, such as independent toileting and they automatically wash their hands before snacks. They enjoy healthy snacks each day, such as grapes, blueberries, satsumas, bananas and apples. In addition, they know that exercise is good for them. They relish physical play opportunities, where they confidently negotiate the pedal bikes and throw, catch and kick balls. Children also freely access drinking water throughout the session, ensuring that they remain hydrated. Children demonstrate that they are acquiring skills that will help them in the future and prepare them well for their transition from the pre-school into school.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

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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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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