

Bar Hill Pre-School

Inspection report for early years provision

Unique reference number EY338501
Inspection date 27/01/2011
Inspector Lynn Clements

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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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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

Bar Hill Pre-school was established in 1971. It is run by a voluntary management committee made up of parents and carers of children at the pre-school. The setting operates from the Village Hall which has a purpose-built pre-school unit. It is situated in Bar Hill, Cambridgeshire. A maximum of 25 children in the early years age group may attend the pre-school at any one time. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The pre-school is open each weekday from 9am to 3pm on Monday, Wednesday, Thursday and Friday and from 12pm until 3pm on a Tuesday. The setting is open during term times only. All children share access to a secure enclosed outdoor play area.

There are currently 60 children on roll. Of these 28 children are in receipt of early education funding. Children attending the pre-school come from the local area. The pre-school has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs seven members of staff all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well developed knowledge of each child's needs makes sure that staff successfully promote their welfare and learning. The safe and secure environment enables children to feel confident as they learn about the wider world. Partnerships with parents, carers and others are exemplary and a key strength in making sure that the needs of all children are met, along with any additional support needs. This consideration to detail means that children progress well, given their age, ability and starting points. All recommendations since the last inspection have been met and parents and carers are included in self-evaluation, resulting in a setting that responds well to all user needs. The management team strive for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the systems of record keeping with regard to children's learning records to ensure that all key persons update them on a regular basis
- develop further the outside play area to provide children with innovative learning opportunities and increased natural resources

- develop further the current system of self-evaluation and reflective practice to ensure that all staff are fully involved.

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive awareness of safeguarding issues and receive regular training to make sure that their knowledge and understanding remains current. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff. Ongoing appraisals take place to support staff continuing their professional development and make sure that they continue to work effectively with children. Risk assessments are undertaken of all child accessible areas and of the activities they undertake. This makes sure that they are kept safe and secure. The environment is conducive to learning, safe and well cared for. Indoor resources and child-height storage are very good and are used well to achieve planned goals in learning and development. The provider is taking appropriate steps to ensure resources and the environments are sustainable. For example the management team and parents have identified the outside as an area for further development, to provide children with more natural resources and innovative learning opportunities. The manager and staff place the promotion of equality of opportunity at the heart of all their work. They effectively and actively promote equality and diversity and tackle unfair discrimination. Staff are highly effective in ensuring that children are well integrated and development of all children in relation to their starting points is good. Consequently, the outcomes for children and their experiences are positive. Staff have an exceptional knowledge of each child's backgrounds and needs. They update their skills and knowledge on a regular basis and effectively help children to learn about and understand the society in which they live.

The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. This excellent partnership working ensures that every child receives high levels of support at an early age to successfully promote their learning, development and welfare. For example time is taken to source equipment from the local authority to provide children from ethnic minority groups with resources which reflect their backgrounds, cultures and customs. Partnerships with parents and carers are exemplary. They take part in offering ideas and responding to questionnaires helping staff in the setting to enhance provision and maintain continuous improvement. Parents and carers are proactive in sharing information about children's learning at home, helping their child's key person to build on what they know and can do. Parents and carers report that open communications with the setting are excellent and that all staff are easily approachable, helping them to resolve issues and support continuity of care for each child. Self-evaluation involves the management team parents and carers and provides a clear diagnosis of the strengths and areas for development. The manager and deputy are currently developing reflective practice to ensure that staff have a clear voice enabling all adults involved in the setting to share their expertise and ideas. The manager communicates ambition and drive in order to

secure future improvements well.

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

All staff have a good knowledge of the Practice Guidance for the Early Years Foundation Stage. They clearly understand how young children learn through free flow play and investigation. They plan and provide activities and learning opportunities which clearly build on children's social, physical and economic well-being. The interesting and well equipped classroom successfully reflects children's backgrounds and the wider community. All staff are well deployed to support children's learning and welfare. They use a good range of positive teaching methods, such as, facial gestures and intonation along with visual and audio clues, all of which encourage children's positive attitudes to learning. A key person system is in place. Observations are made of each child to assess progress towards the six early learning goals. Written observations, photographs and samples of children's creations are used to track the progress of each child. Learning records are of good quality. Staff are currently working to adapt the current record keeping system into a more streamline service. As a result some recent key person records have not been up-dated as regularly as they usually are. However, impact on children is minor as staff work as a team to plan future learning objectives and use their specific knowledge of each child to ensure that activities and learning opportunities continue to provide good challenge along with proper support.

All children, including those with special educational needs and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals. They also make good progress in developing the skills they need for future learning. For example children link sounds and letters as they sound out their name while searching for their name card to self register or as they write it on their creations. This enables them to develop their knowledge of simple phonics to support later learning. Children also explore number language as they recite number names in sequence, counting the fingers on their hands. They play well on their own, and those from different backgrounds and cultures work and play in harmony. Children are motivated in a broad range of activities and take responsibility for choosing what they do. They investigate objects and materials by using all of their senses. For instance, they enjoy creating paintings and collages using a variety of creative media. Children manipulate dough and use their imagination to make three dimensional models of birthday cakes then use lolly sticks to represent the candles. They learn about the wider world as they investigate information communication technology, exploring computer programs and negotiating age appropriate computer software Children enjoy singing and exploring sounds as they use musical instruments freely. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity.

Children demonstrate a willingness to keep themselves and others safe through their good behaviour. They show a strong sense of security and belonging to the setting. Children use a range of tools and equipment with care and clearly know

how to handle these safely. They develop a good awareness about healthy living. Children adopt good personal hygiene routines and enjoy helping to prepare healthy snacks. They engage in a wide range of physical activities, both indoors and out, learning to move their bodies in different ways as they develop their balance and coordination. Children's increasing understanding about the importance of regular exercise as part of maintaining a healthy lifestyle is developing well. Children display high levels of confidence and self-esteem. Relationships with staff and their peers is excellent and they clearly develop their negotiation and co-operation skills.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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

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