

Pelham Pre-School

Inspection report for early years provision

Unique reference number 127815
Inspection date 10/02/2011
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*.

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

Pelham Pre-school was established in 1993. They are registered to provide care for a maximum of 25 children at any one time. There are currently 26 children on roll and 23 children in receipt of early education funding. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The group operates from Stocking Pelham village hall and is situated in the village of Stocking Pelham, near Buntingford, Hertfordshire. The nursery is open from 9.15am until 1pm Monday, Tuesday, Wednesday and Friday and 9.15am until 2.45pm on Thursday. The setting opens during term times. All children share access to a secure enclosed outdoor play area. The Pre-school support a small number of children with English as an additional language.

They work closely with the local authority and the Pre-school Learning Alliance. The nursery employs five members of staff. Four members of staff, including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An extremely well-developed knowledge of each child's needs makes sure that all members of staff successfully promote children's welfare and learning to a high standard. Children are safe and secure and enjoy learning about their local area and the world around them. Partnerships with parents, carers and other professionals and agencies are exemplary and significant in making sure that the needs of all children are met, along with any additional support needs. This means that children make exceptionally good progress given their age, ability and starting points. Regular self-evaluation by the manager, staff and committee makes sure that priorities for development are identified and acted on, resulting in provision that respond well to all user needs.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that permission is sought at the time of place for the seeking of any necessary emergency medical advise or treatment for all children. (Safeguarding and promoting children's welfare) 24/02/2011

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

- re-appraise risk assessments to ensure that they clearly detail how potential hazards are minimised in child accessible areas, for instance, the kitchen.

The effectiveness of leadership and management of the early years provision

Clear safeguarding procedures are in place and put into practice in order to protect children's welfare. Staff have completed safeguarding training and clearly understand how to make a referral if they have a child protection concern. Robust procedures are in place for the recruitment of staff and Criminal Record Bureau checks are undertaken. Inductions and ongoing appraisals make sure that staff continue to work very effectively with the children. All policies, procedures and records required by legislation are in place and reviewed regularly. They are implemented in practice and shared with parents and carers in order to support the smooth running of the setting and provide positive outcomes for the children. Documents are stored securely and confidentially is maintained. However, during this inspection it came to light that permission forms have been updated and the section requiring parents and carer permission with regard to the seeking of any necessary emergency medical advice or treatment was missing. This is a requirement of the Statutory Framework for the Early Years Foundation Stage, this is a minor breach. It has been taken forward at this inspection. On the whole, good risk assessments are in place to help staff identify and minimise potential hazards to the children. Although, there is a minor weakness with a small number of these due to insufficient detail, for example, how children are prevented from gaining access to the kitchen area. Furniture, equipment and resources are used effectively to support children's learning and development. The environment is conducive to learning, safe and well-cared for. The manager, staff and voluntary committee are proactive in taking steps to ensure that resources and the environment are sustainable.

Staff in the pre-school actively promote equality and diversity and tackle unfair discrimination. There is no bias in their practice in relation to gender, race or disability and this approach provides children with an environment that reflects their backgrounds and respects their cultural differences. Activities and learning opportunities are planned to help children understand the society they live in. Staff have clear systems in place to identify any additional need for support as early as possible. With parent and carer permission they share information and records with colleagues and other agencies to ensure that each child gets the support he or she needs. The setting is highly committed to working in partnership with others and takes a lead role in establishing very effective working relationships. For example, working closely with staff at other settings in the area to share good practice. Liaising with other professionals such as the local school, health visitor and development officers in a cohesive approach to providing effective care and education for children. Parents and carers have high praise for the setting and appreciate the hard work and commitment the staff show. They feel safe when leaving their child and enjoy the opportunity to share in their child's learning journey and play a central part within the setting. For example, sharing their knowledge and skills to help bring learning to life. They find the staff welcoming

and sensitive to their changing care requirements, for example, introducing extended sessions to meet parent and carer needs. Parents, carers and the children are involved in decision-making on key matters affecting the setting through well-established and highly inclusive procedures, including questionnaires, suggestions and meetings. Their views are actively taken onboard and developed to enhance the setting.

The manager and staff have met the recommendations raised at the last inspection and undertake self-evaluation to provide an accurate picture of the strengths and areas for development. Action plans are then devised and this involves all staff. Actions taken by the setting are well-chosen and carefully planned, so that impact is evident. The manager communicates ambition and drive and secures improvement well. The team are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. They work closely with development officers from the local authority and the Pre-school Learning Alliance.

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

A highly stimulating and welcoming environment gives children the confidence to explore and move around freely. They enjoy a balanced range of child initiated and adult led learning. The excellent organisation of educational programmes reflects varied and imaginative experiences that meet the needs of all children exceedingly well. A clear key person system is operated and assessment, through high quality observations is clearly linked to the learning aspects in the Practice Guidance for the Early Years Foundation Stage. The information gained is used very effectively to guide planning and build on what each child knows and can do. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Staff motivate children using positive praise and encouragement. They are skilled and sensitive in their management of children and their behaviour. Relationships are extremely good and children's self-esteem and confidence is high. Children are eager to attend and make significant gains towards the six early learning goals. They play a dynamic role in their learning and wherever possible, offer their ideas and respond to challenges with great enthusiasm. Children are fully supported by members of staff and clearly develop the skills that will help them in the future.

Children are keen communicators, discussing ideas and joining in group time enthusiastically. They enjoy sharing stories and use the pictures as clues to the storyline. They self-register on arrival and select their name cards clearly recognising their name in print. Staff provide exceedingly good opportunities each day for children to explore sounds and letters and children are keen to demonstrate their skills as they sound out different letters and practice the actions that help younger ones to remember. Children interact with others, negotiating plans and activities and taking turns in conversation as they talk about the activities they wish to join in. Children are extremely capable of working independently or in groups and they enjoy independence whilst making their own

choices about what they want to play with or investigate. They develop their physical skills, such as, hand-eye coordination and balance whilst using the large climbing frame as they safely negotiate it to the top. Children have excellent opportunities to explore technology as they use the computer or remote controlled cars. They enjoy making dens and using wind-up torches to explore light. Children use mathematical language as they play and demonstrate their growing understanding about addition as they competently count how many children are present and confidently add two more that arrive late. Children understand talk about immediate past and the future, such as, 'before,' 'later' or 'soon' as they talk with each other. For instance, about going swimming with mummy after pre-school. Behaviour is very good and the sensitive and consistent approach by members of staff makes sure that children learn right from wrong and how to care for each other.

Children are secure and develop a sense of belonging to the setting. They demonstrate a clear understanding of how to stay safe independently of adult prompts. For example, they talk about keeping all the legs on the chair flat on the floor to avoid falling over and during story time when a picture of a kettle appears, they are quick to tell staff that only grown-ups can touch kettles because they are very hot. Children show a good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of healthy eating. Children enjoy handling food and learning about where it comes from during snack time discussions or cooking activities. They have regular opportunities to taste foods from around the world as they learn about different lifestyles. They learn about linking exercise to staying fit and healthy as they access outside play or take trips out and about in the local area and engage in a wide range of activities on a larger scale than is possible indoors. All children are able to rest or be active according to their individual needs.

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	1
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	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	2
The extent to which children achieve and enjoy their learning	1
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	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