

# Lover and Redlynch Pre School

Inspection report for early years provision

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**Unique reference number** EY261429  
**Inspection date** 18/02/2011  
**Inspector** Lorraine Sparey

**Setting address** School Road, Lover, Salisbury, Wiltshire, SP5 2PW

**Telephone number** 01725 510295

**Email**

**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Lover and Redlynch Pre-School was registered in 1973. It is situated in the village of Lover on the Wiltshire and Hampshire border and serves the local and wider community. The pre-school operates from a building within the grounds of the school which is now closed.

The pre-school is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. A maximum of 20 children aged from two to eight years may attend any one time. There are currently 26 children on roll, all of whom are in the early years age group. The setting is in receipt of funded education for children aged three and four years. The pre-school is open every weekday morning in term time from 9.10am to 12.10pm. A lunch club also runs from 12.10am until 12.40pm. The pre-school admits children from the age of two years.

There are four members of staff working directly with the children. All of whom hold a suitable early years qualification. One member of staff is qualified to degree level. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children make rapid progress in their development and learning. They are extremely motivated and they are exceptionally well supported by the highly skilled and enthusiastic staff. Children's uniqueness is valued and their individual needs are extremely well met. Generally, the child centred environment is exceptionally well-organised. The pre-school includes everyone in the running of the setting to ensure that staff, committee, parents and children are involved in the decision-making. As a result the pre-school is continually improving and providing outstanding 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:

- reviewing where children change from their wellingtons into their shoes to prevent mud being trodden into the carpet where children are playing.

## **The effectiveness of leadership and management of the early years provision**

Children's health, safety and general well-being is exceptionally well promoted. All staff demonstrate a clear commitment to ensure that children are safeguarded through successfully implementing the highly effective and comprehensive policies and procedures. Staff attend safeguarding training and are very clear on the procedures to follow in the event of a concern relating to children's welfare needs. All staff are proactive in ensuring that the premises including the outdoor area are safe and secure. Thorough risk assessments and the staffs' enthusiasm in enabling children to experience controlled risks means children quickly learn how to keep themselves safe. For example, from an early age children are encouraged to handle and use scissors safely. Highly effective recruitment and vetting procedures including detailed induction ensures that staff are suitable to work with children and are clear on their roles and responsibilities.

Excellent consideration is given to staff deployment to ensure children's care and learning needs are very well supported. They work exceptionally well together as a team, instinctively knowing where and when to provide support enabling children to become highly motivated and independent learners. An extensive range of resources and an exceptionally child centered environment both indoors and out enhances children's learning. The outside area is currently being redeveloped to incorporate further learning opportunities. For example, the addition of a mud pit, a large boat and bamboo screens is being constructed by parents and staff enabling the outside area to be a rich learning environment. The pre-school has a wide range of resources that support children's understanding of diversity and encourages them to be respectful and value others. The environment is well-organised to promote children's choices. However, at times when children change from their wellingtons into their shoes mud becomes trodden into the carpet area where other children are playing.

Extremely positive relationships are developed with parents to ensure that they are fully involved in all aspects of the pre-school. They are invited to be on the committee and to be involved in decision making. In addition their views are actively sought through a variety of methods. Questionnaires, a well used comments book and informal discussions enable parents to effectively share their views. Parents report that they are exceptionally pleased with the progress their children are making. They specifically chose the pre-school because of its homely and welcoming feel. Staff are extremely friendly and constantly updating them about their children's progress. They feel it is an 'Exceptional pre-school'. Parents state that they feel very involved in their child's learning, enjoying completing 'Wow' moments when their children are at home with them. The information is used in planning for their individual progress. The pre-school has highly effective relationships with other early years settings and professionals to ensure that there is a shared approach enabling maximum progress for all children.

Very successful monitoring and evaluation systems enables all those involved in the pre-school to critically evaluate the provision and devise clear goals for future improvement. In addition they welcome any suggestions from the local authority.

For example, incorporating more opportunities for letters and sounds during the session. As a result staff have embraced 'Every Child a Talker' a national initiative to support children's communication skills. In addition staff have attended training and are enthusiastic in looking at how they can deliver an effective curriculum to the children.

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

Children are extremely motivated in their learning. They knock on the door in the morning eagerly waiting to come into the setting. They quickly engage in activities of their choice where staff provide support as appropriate. Children benefit from the staff having high expectations for their development and learning. They are continually encouraged to develop their own ideas. For example, several children choose to play with the various tractors. Children co-operate as they work out which trailer fits with which tractor and what load they are going to deliver. They actively share and when another child arrives they immediately involve them in their play. Children's language is developing exceptionally well. Staff consistently encourage children to talk about what they are doing, put forward their suggestions and seek solutions. During an activity linked to transport a staff member holds up a picture of a car. She asks the children what sort of car they think it is. A child immediately says 'It's a Porsche'. All children quickly become involved in looking at various pictures of cars, cutting them out and sticking them on to the collage of the various cars. Children are encouraged to think how they can attach them to the paper using glue and working out where to put them. Children are extremely motivated in the activity chatting with each other and the staff about the different types of cars that their families have. This leads to a discussion about their transport display. A child points to the lighthouse saying 'That's a house with a light on top, it's a warning about the rocks'. Children have excellent opportunities to develop their mathematical skills. They count and complete simple calculations in everyday play. At registration time children are split into two groups 'Cats' and 'Kittens'. Older children are encouraged to count the number of cats and they automatically count the number of kittens before adding them together. The child helper for that morning finds the different numbers before they count them together as a group and put the corresponding number of spots on the large ladybird. Children gain a strong sense of belonging to the setting because staff value them. Children enjoy bringing objects in from home linking to the letter of the week. They proudly talk about what they have brought in at circle time. Children thoroughly enjoy having the opportunity to take 'Tilly Tiger' a cuddly toy home. They take photographs and draw pictures of Tilly's adventures whilst with them. These are displayed around the room building children's confidence and self-esteem. Children's creative achievements are truly valued. Staff make excellent displays to show the children their work is appreciated. In addition there are many photographs of the children involved in a wide variety of activities. They recently celebrated Chinese New Year. Children brought in things from home, tried various Chinese dishes and learnt about the celebrations while making dragons. Photographs of all these aspects are displayed in a meaningful way. During Diwali celebrations children make paper elephants. In

addition children learn about various countries through well planned projects increasing their understanding of the wider world.

Staff effectively plan purposeful and meaningful play and learning opportunities tailored to each individual child's needs and interests. Consequently, children make very good progress in all areas of their learning. Staff clearly know children's individual needs and abilities well enabling them to adapt activities to effectively enhance their learning.

Children instinctively wash their hands after using the toilet, or after blowing their nose and disposing of the tissue. They benefit from healthy and nutritious snacks. Their independence is exceptionally well supported throughout including during snack time. Children select their own food recognising how many pieces of fruit or breadsticks as staff place visual aids such as numbers with objects enabling even the younger children to help themselves. Children show very good understanding of safety issues. They know when they use scissors they must hold them correctly to promote their safety and that of others. They follow simple rules to ensure that their behaviour supports their safety. Children's behaviour is exemplary given their age and stage of development. Children know and understand how to behave and are polite and well mannered. They recognise if a child is doing something they do not like and say 'No thank you'. The other child knows and understands they must listen and respond appropriately. Staff actively encourage the children to resolve minor disputes while enabling them to understand the boundaries and expectations. Children benefit from the staff being extremely positive role models in the way they speak to the children and each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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