

# Lulworth Camp Pre-School

Inspection report for early years provision

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**Unique reference number**

153456

**Inspection date**

03/03/2011

**Inspector**

Brenda Flewitt

**Setting address**

Merlin Court, Lulworth Camp, Wareham, Dorset, BH20 5QD

**Telephone number**

01929 400642

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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

Lulworth Camp Pre-School has been running since the 1960s. It operates from the ground floor of a converted army officer's house situated within the Lulworth Army Camp, in Dorset. The facilities provide two connecting playrooms and a conservatory for the children, plus a storeroom and kitchen. Toilet facilities are accessible off the hallway. Children have access to a fully enclosed outdoor play area, which provides both tarmac and grassed areas. The pre-school is open from 9.10am to 12.10pm, Monday to Friday during school term time. A lunch club is offered until 1pm on Wednesdays and Thursdays. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children from the age of two years may attend at any one time, all of whom may be in the early years age range. There are currently 11 children on roll in the early years age range. The pre-school provides funded early education for three and four-year-old children. A team of three staff work with the children, all of whom hold early years qualifications to level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in safe and secure premises where they are involved in a broad range of activities, both inside and out. The excellent partnerships with parents contributes to staff knowing children well as individuals and supporting them effectively to make good progress in their development. There are some good methods for self-evaluation, which help to identify areas for development and overall, ensure that requirements are met. Staff continue to update their knowledge through training to improve children's experiences.

## What steps need to be taken to improve provision further?

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

- ensure the safeguarding policy includes procedures to be followed in the event of allegations against staff (Safeguarding and promoting children's welfare) 17/03/2011

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

- establish dialogue with all other settings that children attend to promote their overall development

- enable children to explore and investigate further during messy play to extend their own play and learning.

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

Overall, staff implement clear policies and procedures to promote children's welfare and safety. They carry out risk assessments to ensure that children play in a safe and secure environment. Staff have a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse and confidence in their responsibility to carry out procedures if there are concerns. Staff keep their knowledge up to date through training, and existing injuries are recorded as routine. All this helps to protect children from harm. The provider is aware of procedures to follow if there are allegations made against staff. However, this is not included in the policy, which is a requirement. There are clear recruitment and induction systems to ensure that new staff are checked for their suitability to work with children, and are sure about their responsibilities. All records are in place, well organised, completed appropriately and stored confidentially.

Well-qualified staff work well as a team, they communicate effectively, which results in sessions running smoothly and children settling quickly. Children benefit from being part of a small group, which enables staff to support them well as individuals. There is a good range of resources, which staff arrange effectively to enable children to make spontaneous choices. Children learn a positive attitude to people's differences through the good example set by staff. Children who speak additional languages are well supported, and family traditions are acknowledged and celebrated. This helps children develop a positive self-identity.

Staff promote excellent partnerships with parents. Parents receive clear information about the setting by way of a wealth of displays, written policies, and regular newsletters. Parents have the opportunity to have an active voice in their child's pre-school as a member of the management committee. Parents are fully involved in the assessment and planning for their child's progress through discussion and 'Home Diaries'. Some children attend other settings that deliver the Early Years Foundation Stage. However, staff have not established links with all providers to exchange information to fully promote children's overall development.

All the recommendations set at the last inspection have been addressed, which has improved aspects of children's welfare and learning. Some good self-evaluation methods identify areas for improvement. Staff welcome and implement ideas from early years advisors. Regular staff appraisals help to recognise areas for staff development. By attending training courses, staff continue to update their knowledge in order to improve children's experiences.

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

Children are happy, settled and secure. They enjoy their time in pre-school where they play and learn in a friendly, 'family' atmosphere. Being part of a small group enables children to make good relationships with staff and one another. Children develop a strong sense of belonging and being part of a community. They see photos of themselves and their friends displayed and are made to feel special on their birthday. Children behave very well. They know what to expect through familiar routines and clear explanations and expectations. Children are encouraged to respect others and be aware of differing abilities and understanding, for example, in younger children. They receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem and confidence.

Staff have a good knowledge of the early learning goals and how children learn through play. They plan a broad range of activities, both inside and out, linked to children's interests and topical events. Children use language well to communicate, confidently making their needs known and organising their own play. They enjoy stories and books in small groups, learning to listen well, and joining in as appropriate. Children use their senses to investigate a range of objects and materials including paint, sand, dough and sawdust. However, on occasions they are discouraged from exploring to their own satisfaction, such as transferring sand to different surfaces or mixing colours of play dough. Children start to develop a sense of number through their play and everyday activities such as songs, counting the number of children present or how many candles on a sand 'cake'. They use their imaginations well as they act out real life situations, such as cooking food in a restaurant kitchen. They transfer their knowledge about using text for information as they choose from menus and 'write' food orders.

Staff have developed a clear assessment system that identifies children's achievements and interests; incorporating information from home. They use this effectively to plan for children's next steps in their learning. Staff interact positively and sensitively in children's activities, which provides good support for children's overall development.

Children enjoy a healthy lifestyle. They learn good procedures and independence for their own personal hygiene. Children make choices in what they eat from healthy options at snack time, which includes a variety of fresh fruit. They learn practical skills such as pouring their own drinks and using knives to butter crackers. Children have daily opportunities for fresh air and exercise. They practise large muscle skills as they climb, swing and manoeuvre wheeled vehicles around obstacles. Children learn about aspects of their own safety through discussion, stories and real situations. They understand how to use equipment sensibly and are made aware of road safety when out walking. Children develop an understanding of their right to say 'no' for their own safety.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
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

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

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