

# North Nibley Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	101710
<b>Inspection date</b>	09/03/2011
<b>Inspector</b>	Jenny Read

<b>Setting address</b>	North Nibley Village Hall, Innocks Estate, North Nibley, Dursley, GL11 6DP
<b>Telephone number</b>	01453 542 946
<b>Email</b>	
<b>Type of setting</b>	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

North Nibley Pre-school opened in 1974 and is run by a committee of parent volunteers. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the village hall in the rural village of North Nibley in Gloucestershire and serves the local and surrounding villages. The pre-school has use of the main hall, kitchen and toilets. Children have use of the playground with impact absorbent surfaces and the attached playing field. The pre-school may provide care for a maximum of 20 children under eight years. There are currently 18 children on roll from two years to five years, of these, three- and four-year-old children receive funding for early education. The pre-school is open on a Tuesday, Wednesday, Thursday and Friday during school term times. Sessions operate from 9am until 12noon with the option of staying for lunch until 1pm. Children attend for a variety of sessions. The pre-school employs three staff members to work with the children. All staff hold a relevant National Vocational Qualification at level 3. One play leader is currently working towards a degree in psychology and one staff member is working towards an Open University qualification covering modules on Understanding Children and Developing Practice.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making good progress in their learning through thorough assessment and planning systems to ensure activities and experiences meet their individual needs. Children are confident and take responsibility for small tasks to help them develop skills for the future. Effective links exist with parents, which are contributing to improvements in children's development. Some weaknesses in leadership and management have not identified failures to meet all statutory requirements. This has resulted in an offence being committed. In other respects, self-evaluation is more effective and takes into account the views of parents and staff as well as findings from other quality checks. Recommendations from the previous inspection are addressed, so overall, the pre-school shows suitable capacity to maintain improvement.

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

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

- obtain necessary information from parents in advance of the child being admitted to the provision, including information about who has legal contact with the child; and who has parental responsibility for the child

31/03/2011

- (Safeguarding and promoting children's welfare)
- ensure records are easily accessible and available for inspection (Documentation)

08/04/2011

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

- develop further the links with other settings children attend delivering the Early Years Foundation Stage to promote consistency in children's learning and care
- improve confidentiality by providing a suitable secure area for the storage of confidential information.

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

Staff are vigilant about safety issues and implement robust safety measures based on detailed and informative assessment of risks to children inside, outside and on outings. Safeguarding regulations and duties are met. All staff demonstrate appropriate skills of safeguarding issues. They know to refer to relevant guidance to ensure appropriate procedures are followed with any child welfare concerns. Staff are well qualified and benefit from good opportunities to attend training to extend knowledge and improve outcomes for children.

The senior management team has overlooked some requirements in the Statutory Framework for the Early Years Foundation Stage. The provider has committed an offence by failing to notify Ofsted of a change to the people who are managing the early years provision. This is a specific legal requirement. Ofsted does not intend to prosecute on this occasion. In addition, the team has not obtained information about who has parental responsibility for children or who has legal contact with them. The team does not ensure that required records are available for inspection. Children's records are not kept in an area that is secure and suitable for the storage of confidential information. Other records to support children's care are generally well maintained and contain sufficient detail. The failures linked to documentation have little impact on children's safety in the pre-school because the new co-manager is already known to the pre-school and suitability checks have been carried out.

The premises are bright, spacious and staff set out the activities across the six areas of learning invitingly each day. Children take an active part in contributing to their environment, as they decorate the home corner by sticking up different bits of wall paper. Parents praise the welcoming and caring attitude of the staff and their creative approach in looking after their children. The children and their achievements are highly valued because the staff have a good understanding of each child's background and needs. The 'wow voucher' board and free-standing displays of their pictures are prominent in the room enabling the children to add to them during the session. Staff make the most of diversity to help children understand the society in which they live and the wider world. They learn about their own and other cultures, recalling words learnt in Welsh for St. David's Day

and how to count and say 'hello' in Chinese.

The informative prospectus, notices, regular newsletters and daily access to photographs albums, books of children's pictures and numerous scrap books of activities and events, offer parents detailed information about all aspects of the pre-school. Offering guidance on supporting children's early reading and writing provides tailored information to parents about precise ways they can support their children's development. Parents are well informed about their own children's achievements and learning. Twice yearly parent meetings to discuss their children's progress and next steps in learning, enables parents to review and contribute to their children's learning and development at the setting and at home. This is contributing to improvements in children's achievements. Partnerships with other settings children attend are in their infancy; staff work appropriately with other professionals to support the individual needs of each child.

Occasional parent questionnaires, use of the suggestion box, daily discussion with key staff and attending committee meetings, all encourage parents to share their views and ideas. This is so they may help inform the self-evaluation and contribute towards important decisions about the playgroup. The self-evaluation identifies many strengths, some weaknesses and suitable improvements made since the last inspection to show continuous improvement for children. Input from the local authority is helping the pre-school to target key areas for development. Evaluation misses many requirements, however. The staff and committee are very committed to working towards providing free-flowing indoor and outdoor play to enable children to make choices about where they play and learn. Storage facilities for equipment and resources are currently being up-graded to help promote self-selection and maintenance of equipment.

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

Children benefit from an interesting and well-equipped environment and access to a wide range of stimulating activities and experiences. Good knowledge of each child's individual needs and competent understanding of the learning and development requirements means staff are well deployed to provide suitable challenge and support. The staff are enthusiastic and cleverly engage the older and more able children to promote their positive attitudes to learning. Activities are well planned, based upon accurate observations and assessment and matched to each child's individual needs and next steps. As a result, children show curiosity and an eagerness to learn and are making good progress in their learning in most areas. Daily evaluation of activities, routines and the children's ideas, interests and wellbeing are helping to inform future planning.

Detailed and accurate differentiation of activities ensures older and more able children's learning is well targeted. Staff encourage the children to help to tidy away their toys, asking them to find three things. They extend it further, asking 'Shall we count to 10 to see how many things we can tidy up?'. They then model counting beyond 10 to encourage the more able children to continue. Effective

questioning at snack time means daily routines are used purposefully to support and encourage learning. For example, 'Who remembers how many children we have here today?', 'We have eight children?' a child confidently replies and 'So how many chairs shall we need?'. 'Eight' the child replies. Children benefit from good opportunities to develop their imagination, taking on different roles in the Chinese restaurant during Chinese New Year and pretending to cook

Children are developing a good understanding of how to keep themselves safe. Staff review safety practices before going outside and offer clear explanations about safe play and the consequences of their actions to children. Children are active, independent learners because staff skilfully encourage them to take an active part in all daily routines and do things for themselves. They make a good and positive contribution to routines by taking on small responsibilities. They learn to use a suitable knife safely with good staff support when cutting their own fruit for snack. They pour their own drinks with the jug or at the water station when they are thirsty. Children use tools with increasing control and dexterity. They carefully use scissors to cut round a small flower and find something to stick it up on their display board, showing pride in their own achievements. Children make marks, write for a purpose and to recognise their names. They find their name card to self-register on arrival and take turns to take the register at circle time. Writing materials and writing books in the role play area, creative area and around the room is supporting children's interests in writing. This all helps children develop useful skills for their future lives.

Children are happy, engaged and motivated. They take an active part in helping to devise the rules for acceptable behaviour, which are displayed with photographs to help children refer to and recall at any time. As a result, children are confident, very secure and learn to manage their own behaviour well because they know what is expected of them. Relationships are good and the older children readily support the younger ones. They encourage them to 'Click on the rabbit' when helping them to negotiate a programme on the computer and help them to use the sand timer at the computer to assist turn taking.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- inform Ofsted of changes of circumstance as soon as they can (no later than 14 days after the change occurs)(Providing information to Ofsted) 31/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as stipulated on the compulsory Childcare Register section of the report (Providing information to Ofsted). 31/03/2011