

Border Pre-School

Inspection report for early years provision

Unique reference number 224049
Inspection date 07/03/2011
Inspector Mary Henderson

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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

Border Pre-School opened in 1985 and operates from one main room in a purpose-built building. The pre-school is situated in LLanymynech village hall, Shropshire. The nursery serves the local and further communities. Children share access to an enclosed outdoor play area.

The pre-school is registered by Ofsted to care for a maximum of 24 children from two to under eight years old. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children come from the local English and Welsh border areas. There are currently 39 children on roll in the early years age range. The pre-school is open from 9.15 am to 6pm Monday to Friday throughout the year.

The nursery currently supports children with special educational needs and/or disabilities and children who have English as an addition language. There are seven members of staff all of whom have early years qualifications and one of whom is a qualified teacher. The group receive support from the local authority and they are members of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The relationship between the key workers and the children and their parents are effective in ensuring good outcomes for all children. The liaison between the key workers and other providers of the Early Years Foundation Stage contribute exceptionally well to children's inclusion and the ongoing identification of their individual needs. Staff at the pre-school work very hard to make the most of planned outings and all indoor and outdoor space and resources to provide an interesting and stimulating environment are built around the children's current interests. Most systems to evaluate the provision and to ensure the assessment of risks are in place.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to access information communication technology during child-initiated play times
- review the risk assessment procedures to ensure this covers all that a child may come into contact with, this relates to the mops and toilet cleaning brush in the children's toilets
- ensure all parents are fully included in the self-evaluation procedures of the setting.

The effectiveness of leadership and management of the early years provision

The day-to-day staff and overall management are a strong team who are committed to continually improving outcomes for children. The staff have developed extensive relationships with other professionals and other providers of the Early Years Foundation Stage thereby ensuring high levels of inclusion for all children on roll.

The staff have an extensive understanding and strong commitment to supporting children with special educational needs and/or disabilities and children with English as an additional language. With parental support this includes identifying children's individual requirements and ensuring the appropriate professional support is sought where needed, thus further promotes inclusion. Embedding ambition and driving forward improvement is a key focus of the management and staff.

Safeguarding is a priority at the pre-school and all staff have a good awareness of the policies and procedures to be followed. Indoor and outdoor areas are secure. However, risk assessments in place do not yet fully identify all possible risks of cross contamination in relation to the mops and toilet cleaning brush housed in the children's toilets. All adults are suitably checked and vetted. There are good self-evaluation systems in place which include input by the management, staff and the children. However, the systems do not yet fully include all parents on roll.

Engagement with parents is strong. There is daily verbal two-way exchange of information to ensure each child's needs are identified and met. Information about children's activities and routines are displayed in the foyer. Parents have free access to their child's profile and the policies are accessible in the entrance hall at all times.

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

The children are beginning to observe, find out about and identify features in the place they live and the natural world. They enjoy outings to places of interest including the Forest School where they enjoy a variety of activities such as talking about plants and insects. Here, the children are also encouraged to take planned calculated risks such as heating up a marshmallow on a stick, which is done under close supervision at all times. The staff bring back ideas from such trips to ensure children's interests are supported and extended back at the setting. This includes making a scarecrow for the garden and making tents out of blankets. As part of children's interests they visit the giant in Wonderland in Telford. They carry on this learning back at the setting through stories and artwork. More local areas around this English and Welsh border district are also used by the children including visits to Llynclys where they look at and talk about steam engines and the Lime Kilns where children look around the caves. To support children's interest in the world around them, the staff invite visitors and their animals into the setting. This includes Zoo Lab who bring in reptiles and spiders and talk to the children about

their habitats and what they like to eat. Children also enjoy visitors bringing in baby chicks and lambs for them to look at and talk about during spring time topics.

Children have an excellent understanding of a healthy lifestyle. They have an understanding of and confidently wash their hands before eating and tell the staff they have to wash the germs down the plug hole. Children enjoy their snack times as they choose from a broad range of healthy options, hand out the cups and plates, pour their own drinks, and chat about their home life. The staff use such times to talk to the children about healthy diets and caring for their teeth. The staff also talk to the parents and pass on written information about various foods that are healthy and should be provided in their child's lunchbox. The children help themselves to water from the drinks unit throughout the day. Children plant, care for and harvest their own tomatoes and beans which they have for snack times. Children's physical development is fully encouraged as they ride their trikes and scooters and run around in the fresh air with their friends. The children enjoy daily free flow play between the indoor and outdoor areas as they wish and many sustain their interests outdoors for most of the session. The staff recognise the learning potential of the outdoor area and ensure activities cover all areas of learning to sustain children's interests. The children enjoy making marks on the brick walls with water and paintbrushes and painting the three dimensional castle they made the day before. The children have an excellent sense of feeling safe in their environment. The staff introduce visitors to the children by name to ensure their confidence and security. Children show high levels of self-confidence as they seek support and comfort from their key workers as they need it and speak in both the English and Welsh language. The children's learning about personal safety is fostered very effectively through stories and discussions at circle time. Their learning is further fostered as they talk to visitors such as the police officers who come in to talk to them about crossing the road safely, the importance of wearing seat belts and stranger danger issues. All children are included in the evacuation procedures of the setting.

Children find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning. They like to make the remote controlled robot move back and forth and they use the camera to take photos, looking at these on the computer afterwards. Generally, the computer is used well to support children's learning in this area of their development. However, at times the staff do not ensure the computer is always accessible to the children during their child initiated play times. The children sustain attentive listening and take it in turns to talk during large group time. On special occasions they like to sing happy birthday to one another in both the English and Welsh language and do this with confidence. The children enjoy a broad range of activities as they make choices from the resources around them which are defined well through labelling in both the English and Welsh language.

The children enjoy quiet times with their friends and their key workers. They like to sit in the comfortable book corner looking through books and listening to stories and to ask questions about the stories. Children's imaginary play is well supported by knowledgeable staff who provide a range of resources to support children's creative development. For example, children like to be in the role play area as they

pretend to clean the walls using a kitchen brush or make themselves and the dolls a cup of tea and some dinner. Children also like to help themselves to the dressing-up resources as they pretend to be nurses and patients in the hospital. The children like to mix and make their own play dough and use various tools for cutting, moulding and rolling. This also supports their physical development and mathematical thinking. Children count in everyday routines. They count how many cups are needed for children at the table and can identify the same number on the numbers line. All children clap for one another as they achieve throughout the day.

The staff ensure positive attitudes to diversity and difference, not only so that every child is fully included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. All children like to play with resources that depict positive images of diversity, including positive images of disabled people. This includes using the play food and chopsticks during role play and tasting various foods around festival time for snacks.

Areas are rich in print in languages of the children attending. The children also explore various festivals around the calendar year through arts and crafts, story and reference books and discussions with staff and visitors.

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	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

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	1
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