

Pencombe Under Fives

Inspection report for early years provision

Unique reference number

223578

Inspection date

17/03/2011

Inspector

Liz Owen

Setting address

Pencombe & Little Cowarne Village Hall, Pencombe,
Bromyard, Herefordshire, HR7 4SH

Telephone number

07594961039

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Pencombe Under Fives was registered in 1999. It operates from the village hall in Pencombe, Herefordshire. The setting is open Monday 9.15am to 3.15pm and Tuesday, Thursday, Friday between 9.15am and 1.15pm, during term time. Children have access to a secure outside play area.

The pre-school is registered on the Early Years register. A maximum of 24 children may attend the setting at any one time. There are currently 15 children aged from two years to under five years on roll. The pre-school is also registered on both voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and disabilities and also supports children who speak English as an additional language.

The pre-school employs three members of staff. All staff hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in this friendly pre-school and form close relationships with the staff. They have a good knowledge of children's individual needs and the very good partnership with parents and others support this effectively. The pre-school gives priority to ensuring every child feels safe and secure; this provides a foundation for children to make good progress in their learning and development. They develop behaviour appropriate to good learners and enjoy a balanced programme of free play and planned activities indoors and outside that support their learning and development well. Arrangements to ensure the welfare of the children are very good and are evident through the consistently good practice used. The management committee and staff work well together to ensure improvement to the provision and have established good evaluation and support systems to enable this to happen.

What steps need to be taken to improve provision further?

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

- develop further systems so that parents can contribute effectively to the observation and assessment process to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety is given a high priority within the setting. Staff have an excellent understanding of safeguarding procedures and when to take action to safeguard children. Their knowledge and understanding is kept up-to-date through training. Parents are kept well informed of safeguarding procedures and policies. For example, their views and opinions were sought before the introduction of a parent rota so that any concerns related to unvetted persons could be discussed. Children are taught about safety issues through the daily routines, visitors such as the police to the setting and through stories. Their views and suggestions in relation to safety are sought and they show a mature response in taking responsibility for their own and others safety for example, following safety rules and codes of behaviour. This gives them an excellent awareness of safety and how to keep themselves safe without causing alarm or distress. The premises are secure and well maintained. Comprehensive risk assessments and daily visual checks show that the staff are proactive in taking steps to ensure children's safety within the premises and on outings. The management committee and staff have been involved in self-evaluation process, and have completed a very detailed evaluation of the setting. There is a clear vision for ongoing improvements which includes the professional development of the staff team. The management committee fully support the day-to-day work of the staff.

Parents and carers are encouraged to play a full and active role within the setting for example, being part of the management committee, helping with the parent rota, being involved in social events or helping with routine tasks within the group. They are kept well informed about their child's achievement, well-being and development, although as yet there are no systems in place for them to contribute to the observation and assessments process. Information on the organisation of the setting such as policies and procedures are provided for parents. They are informed when these documents are updated and reviewed. The views of parents and carers are sought through questionnaires and they also contribute ideas for activities. The setting is highly committed to working in partnership with others and has established an excellent working partnership with the local school. This partnership is beneficial to both provisions and has a positive impact on outcomes for children attending the pre-school. Partnership working with other professionals are effective in ensuring children receive any additional support they may require.

The setting is well-resourced with good quality toys and equipment which are used effectively to help children acquire new skills and knowledge. Good use is made of the environment both indoors and outdoors to enable children to participate in a wide and varied range of activities. There is a strong community spirit with children engaged in activities within the village and the school. This helps children develop their sense of community and belonging. The staff have a good understanding of the Early Years Foundation Stage and use good teaching strategies to help children become active learners and develop skills for the future.

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

Children are making good progress towards the early learning goals and some children are making very good progress. They receive a good level of support from the staff who demonstrate that they know the children in their care well. The curriculum is planned around children's interests and developmental needs. There is a balance between child-initiated, freely chosen activities and adult focused learning. This ensures all children receive the support they need and sufficient challenge for them to make continuing progress.

Children are eager to play and join in with activities; they are developing good dispositions and attitudes towards their learning. They may play cooperatively with other children completing tasks together or may choose to play alone. They are learning to concentrate and spend time on activities, to listen and follow instructions and become increasingly independent. The benefit of children developing their independence and self care skills in readiness for attending school is clearly understood by staff. Children behave very well, show care and consideration towards each other and take on responsibilities for tasks within the setting.

The staff focus on developing children's communication and language skills. They interact well with children during activities, encouraging conversation, helping children develop writing skills, using open questions to help children recall information and responding to children questions so that they fully benefit from the activities. Circle time provides good opportunities for children to use their language and communication skills. They eagerly share information with others in the group talking about their own experiences. They are introduced to a range of objects from the interest box which they look at and talk about. A long plastic tube swung in the air made a tuneful sound. Children took turns in making different sounds swinging the tube quickly or slowly. They talked about the different sounds they heard and were able to identify it was the wind that made the sound.

Children use mathematical concepts in activities such as construction, table games and counting songs and rhymes. They use mathematical language in relation to direction and position when using computer programs. They have good access to a range of information technology equipment which help them find out what happens and how things work.

Children's understanding of good health and hygiene is promoted through physical activities both indoors and outside and the use of daily routines such as hand washing and toileting. Children talk with staff about healthy foods and the effect of exercise on their bodies. They have lots of opportunities to be physically active and use a range of different physical play equipment both indoors and outside. For example, they demonstrate their dexterity and coordination in throwing and kicking footballs outside and their ability to climb and balance using an indoor climbing frame. They remember the rules about safety in not going out of the gate to get their footballs and that only one child is allowed on the slide at a time. Children are starting to develop an awareness of diversity through the activities and resources

provided. Resources which help them positively explore and value differences and similarities in the wider world are readily available across different areas of play. They are taken on trips and outings such as visits to the theatre or farm park where they can take advantage of local amenities to widen their knowledge.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----