

Cleeve Prior Pre-School Rising Fives Group

Inspection report for early years provision

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EY343186

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Inspector

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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

Cleeve Prior Pre-School Rising Fives Group registered in 2006. It operates from three rooms in Cleeve Prior Church of England First School, Evesham, Worcestershire. The group has the use of enclosed, outside play areas. The group operates in conjunction with Cleeve Prior Pre-School, which is located in the nearby Memorial Hall. The group serves the local area and has strong links with the host school.

The group is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 10 children from two to under eight years may attend the group at any one time. The group is open Monday, Wednesday and Friday during school term time. Sessions are from 12.15pm until 2.50pm. It is in receipt of funding for early education places. There are currently seven children on roll, all of whom are in the early years age group.

There are three practitioners who work with the children, two of whom hold National Vocational Qualifications at Levels 4 and 3 in childcare. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children happily attend this welcoming group where they make good progress in their learning and development. Dedicated, enthusiastic practitioners ensure all children are safe, achieve well and are fully included in all activities. Partnerships are valued and inclusion is given good attention. The environment and resources are generally used well to support planning across the Early Years Foundation Stage. Evaluation systems and good team work demonstrate a commitment to quality and future improvement. The group is well placed to improve in the future.

What steps need to be taken to improve provision further?

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

- develop further the environment and resources to stimulate and support children's natural curiosity about numbers and quantity
- develop further systems for sharing assessment information with parents and carers and involving them in their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention because practitioners are committed to providing a safe, welcoming environment for all children. Child protection procedures are detailed and understood by all practitioners, ensuring prompt reporting in the event of any concerns. Recruitment and vetting procedures are robust and overseen by the management committee. Criminal Records Bureau checks are conducted to ensure practitioners are suitable and a detailed induction pack is in place for new practitioners and students. Children's safety is promoted well because good consideration is given to potential hazards and control measures are implemented accordingly. These include, detailed risk assessments that cover all aspects of children's care and learning, including outings. Visitors' identities are checked on entry and there is a visitors' book in place. Effective systems are in place to record accidents and incidents, which further supports children's care and parents' good opinion of the group. Children's health and dietary needs are well-documented and practitioners are qualified in administering first aid. This ensures children can play safely in an environment where their welfare is promoted well.

Partnerships are valued by the group. Effective use of the host school's facilities fully supports children's transition into the next stage of their education. The group also makes links with other local schools to ensure all children are supported in moving on. Feedback from parents and carers is very positive regarding children's enjoyment at the group and the variety of activities undertaken. However, there is further scope to improve how information is shared with parents and carers in order to involve them more in their child's continuous learning and development. Practitioners are committed, patient and clearly enjoy children's company as they engage children in conversations and listen attentively to their comments. Inclusion is given good attention as practitioners welcome all children and work well with parents and agencies to establish individual care plans. The group are sensitive to minority groups within the local community and are constantly looking at ways to engage and welcome families.

Practitioners make good use of the space available and plan the play environment to ensure children can access different zones for learning and experience variety in their play, including the outdoors. The management team are well-supported by the committee, resulting in a shared vision for quality and high expectations. Ongoing training opportunities ensure practitioners enhance their knowledge and skills and keep up-to-date with new changes, legislation and initiatives. Quality improvement processes include evaluation systems, questionnaires and discussions at committee meetings in order to identify future priorities and ensure ongoing improvement.

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

Children make good progress in their learning and development because they experience a good balance of adult-led and child-initiated activities. Practitioners have a good understanding of the Early Years Foundation Stage and plan activities to encourage children to ponder, question and develop their creativity. For example, children are fascinated by a 'wormery' and try and encourage the worms to the surface by calling them. Planning is child-focussed, flexible and reflects children's particular interests, such as dinosaurs and favourite stories. A key worker system ensures children's individual profiles are completed, including children's starting points. Children's assessments reflect good progress across the six areas of learning. As the group size is small, practitioners get to know individual children very well and give them high levels of attention. Children are encouraged to develop a good understanding about a wider society through planned activities, such as food-tasting and dragon-making at Chinese New Year. There is a good focus on developing social skills and respect for all in order to ensure all children achieve. Children arrive confidently, familiar with the routine as they go into the school hall for their lunch. Friendship groups are evident as children chat confidently to each other and practitioners. Children behave very well, showing respect, patience and empathy with each other. For example, they offer each other hugs if they hurt themselves.

Literacy skills are encouraged as children sit attentively while listening to a favourite story. Group time is used very effectively to encourage children to think about letters and sounds and they join in confidently when identifying words beginning with 's'. Children show an emerging understanding of shapes as they talk about their sandwiches being 'heart-shaped'. While children have access to quality resources and practitioners support emerging number concepts, the overall environment does not sufficiently stimulate or reflect children's natural curiosity about numbers and quantity. Children are encouraged to appreciate nature when outdoors. They use pots to collect twigs, feathers and daisies and enthusiastically dig soil for flower beds. Children are fascinated when they unearth insects, such as ants, and this stimulates their enjoyment. Different paint techniques, such as string painting, help children to develop creativity with paints and colours. Children enjoy pretending the strings are worms slithering through the paint in order to make patterns on the paper. Physical skills are encouraged as children use equipment safely, such as knives for cutting their food at lunch time. Children can access resources, such as a computer and a floor robot, to enhance their technological skills. Overall, children develop good skills in order to support their future learning.

Children have a good sense of belonging and familiarity with the environment, which helps them to keep safe. Children are developing a sense of personal safety as they practise regular fire drills and remind each other to carry gardening tools carefully. Healthy eating is encouraged as children have access to water and are encouraged to bring healthy snacks and packed lunches into the group. Children talk about the need to wash their hands after digging in the soil; demonstrating good hygiene habits are being established. Children enjoy playing outdoors and run with speed, saying they prefer to run down hill as they can go faster. Good

emphasis is placed on spontaneous outdoor play to ensure children enjoy the benefits of fresh air and exercise.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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