

Fontmell Magna Under Fives

Inspection report for early years provision

Unique reference number	EY413949
Inspection date	28/03/2011
Inspector	Bridget Copson

Setting address	Blandfords Farmhouse, West Street, Fontmell Magna, SHAFTESBURY, Dorset, SP7 0PF
Telephone number	07765810378
Email	info@fontmellmagnaunderfives.com
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

Fontmell Magna under Fives originally registered in 1983 and re-registered at the current premises in 2010. It operates from a converted farm building in the village of Fontwell Magna, Dorset. Children have use of a central play room, dining room and outdoor play area.

A maximum of 26 children aged from two to under eight years may attend at any one time, all of whom may be in the early years age group. The pre-school is in receipt of funding for the provision of free early education to children aged three and four. It is registered by Ofsted on the Early Years Register and compulsory part of the Childcare Register. The group is open every weekday, term time only, from 9.00am until 12.00noon and 12.00noon to 03.00pm. There are currently 40 children on roll, all of whom are in the early years age group. The pre-school cares for children who learn English as an additional language and children with special educational needs and/or disabilities.

The group employs seven staff, most of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met with care and consistency through effective team work and successful links with parents and carers. Children's uniqueness is valued and care is taken to ensure every child is included and feels a sense of belonging within the group. Their learning is planned and promoted successfully, although there are fewer opportunities for them to develop a good understanding of problem solving, reasoning and numeracy. Otherwise, children are making good progress through the Early Years Foundation Stage. The setting has made many improvements to the quality of provision to further promote the Every Child Matters outcomes. However, the self-evaluation form does not successfully identify improvements for all aspects of the Early Years Foundation Stage, or ensure all legally required information recorded.

What steps need to be taken to improve provision further?

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

- ensure all risk assessments are up to date and clearly state when they were carried out and by whom (Documentation).

25/04/2011

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

- provide children with greater challenge in their play to encourage them to fulfil their potential, especially in their problem solving, reasoning and numeracy
- develop the self-evaluation form to identify aspects for improvement in all areas of the Early Years Foundation Stage and to ensure all requirements are met.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by staff who have effective systems in place to assure their safety and well-being. Effective employment and vetting procedures are carried out to monitor staff suitability. Risk assessments, fire practices and daily checklists ensure good standards of health and safety are maintained. Risk assessments are not all kept up to date and some are not dated to show when they were carried out and by whom. This is a breach of a requirements. However, due to close staff supervision and effective safety procedures implemented this has minimal impact on children's safety. In addition, staff have a clear knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

Staff work efficiently as a consistent team to provide a warm and welcoming environment and good levels of support to meet children's needs. Staff present as good role models in promoting positive attitudes and continually reminding children of what is expected of them. As a result, children behave well and show care and concern for others. Children are developing a good awareness of diversity and a respect for others within their group environment as well as their local community and the wider world.

The pre-school has successful systems for monitoring and evaluating the quality of provision. This includes a self-evaluation record, activity evaluation, staff meetings and links with the local authority. In addition, the views of children and parents are also sought and contribute to any planned improvements. However, the self-evaluation form is not sufficiently established to identify improvements in all areas of the Early Years Foundation Stage provision.

Staff have established good partnerships with parents and others involved in children's care and learning. Clear information is provided to parents regarding most aspects of the provision to support them in making an informed choice. Parents and carers provide staff with information regarding their child's needs, preferences and any additional care required. Staff attend additional and specific training to assure such additional needs are met with consistency and care. Parents and carers are kept well informed through notice boards, newsletters, the website, digital photograph displays and daily communication. They are encouraged to get involved through contributing to sessions, supporting fundraising events and completing questionnaires. Successful links are established with most of the other settings children attend to further promote their welfare

and development.

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

Children enjoy a good balance of play provision and learning resources within the indoor and outdoor play areas to support their development. This is made easily accessible to promote independent play. They benefit from free-flow to the outdoor play area and a flexible routine which allows them to choose their preferred environment to play unhindered. Staff have a good understanding of the Early Years Foundation Stage and know the children well. They carry out regular observations of children and record their progress and identified next steps of learning in each child's 'All About Me' file. This information is used to inform future planning to promote children's progress, currently 'Pet Week' as part of the 'Family, Friends and Me' topic. This provides children with activities and resources to make simple connections in their learning within all six areas. Staff interact with interest to ensure all children are included, involved and having fun. However, children are not always stretched and challenged well to encourage them to fulfil their potential, especially in aspects of problem solving, reasoning and numeracy.

Children arrive happy and settle in quickly. They are developing friendships with others who they seek out to play with and comfort when upset. They demonstrate a good sense of well-being through their confident exploration, developing independence and focussing for long periods in their play. Children's communication, language and literacy are developing very well. They mark purposefully in many situations inside and outdoors. For example, they fill in forms in the vet home corner, draw freely at the writing table, chalk and paint at easels and paint water onto walls outside. They also make good use of the books and are encouraged to communicate and express their thoughts and feelings continually.

Children count with staff in their play and have some opportunities to problem solve. However, they are generally making less progress with problem solving, reasoning and numeracy than other areas of learning. Children use their imaginations well. For example, they role play for long periods in the changing home corner environments, currently a vet's surgery, in which they make appointments, answer the phone and treat sick pets. They also explore different media and materials, design and create freely and sing with enthusiasm. The rural setting of the group provides children with opportunities to explore the natural environment.

Children feel safe and secure within the nursery. This is nurtured well for children who require additional support to promote their sense of security. Children learn about keeping safe through fire drills, safe play rules, helping to carry out risk assessments and meeting members of the community, such as the police. Children are developing a good attitude to healthy lifestyles. They benefit from healthy snacks and independent access to drinking water. The group's healthy eating policy is well supported by parents who provide children with nutritious lunch boxes. Children's health is promoted through the provision of a generally clean and

hygienic environment in which staff follow and promote effective hygiene practices and routines. Children enjoy a well resourced outdoor play area to promote their physical development, and to allow more active children to play in the fresh air.

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
--	---

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

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