

Ford End Pre-School

Inspection report for early years provision

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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

Ford End Pre-School originally opened in 1976 with the present owner taking over in 2002. It operates from the village hall in Ford End. There is one large hall with a kitchen, and a smaller adjacent room. There is an enclosed outdoor play area. The pre-school is open Monday to Friday during term times only. Opening times are from 9am until 12noon daily. A lunch club operates each day from 12noon until 1pm. Afternoon sessions run from 12noon until 3pm on Tuesdays and Thursdays, providing the option to stay all day. On a Friday children attending for the morning session and lunch club then have the option to attend until 2.30pm.

The pre-school is registered on the Early Years Register and on the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 31 children on roll. The pre-school supports a small number of children who have learning difficulties and/or disabilities.

The pre-school employs seven staff. Five of the staff, including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is effective in meeting the needs of all children. Children make good progress in their learning and enjoy their time at the pre-school. Effective arrangements are in place in order to safeguard children. Good relationships with parents ensure that they are involved in their children's learning and development. A system of self-evaluation is in place in order to identify strengths and weaknesses and bring about improvements.

What steps need to be taken to improve provision further?

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

- Ensure that the safeguarding policy includes information on the action to be taken in the event of an allegation against a member of staff.
- Ensure that daily routines give children time to follow particular lines of enquiry in order to promote active learning.
- Develop the system of reflective practice and self-evaluation to identify the pre-school's strengths and priorities for development, that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

All the required policies and procedures are in place to support the smooth running of the pre-school. Routines, such as, daily risk assessments help to protect children from potential hazards. Staff have a good understanding of safeguarding procedures and this is supported by relevant training. However, the safeguarding policy has not been updated to include the procedure to be followed in the event of an allegation against a member of staff.

Staff are experienced and most staff hold relevant qualifications. All staff have undergone checks through the Criminal Records Bureau and references are taken up as part of the recruitment procedure. This supports the manager in ensuring that all staff working with children are suitable to do so. Sufficient staff have been trained in paediatric first aid to ensure that two qualified members of staff are present at all times. All staff are supported in attending regular training in order to improve and develop their skills.

A system of self-evaluation is in place and this has been developed in consultation with all staff. They have been able to identify what the pre-school does well and have identified some areas for development, however, this is not yet sufficient to fully support continuous improvement. Staff have made good progress in addressing the issues raised at the last inspection. This has brought about improvements to the system of planning, in order to better meet the needs of individual children.

Effective relationships with other professionals help staff to meet the needs of individual children, particularly those with learning difficulties and/or disabilities. As a result of this all children can be cared for in a fully inclusive environment. Links with local schools help children in making a confident transition into full-time education.

Good links are in place with parents. Staff are available chat with on a daily basis as well as during open mornings. During these parents can see their children at play, talk to staff and view their children's development records. Parents are also involved in determining the next steps for their child, based on what they have already achieved. Regular newsletters help to keep parents informed, and their views are sought, periodically, through questionnaires. Parents comment that they are very happy with pre-school and especially like the learning journey books which help them see the progress their children have been making.

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

Staff are effective in supporting learning and development. They plan the learning environment, including the outdoor area, to provide a good range of activities. Children are able to access resources independently and staff support them in

following their own interests and ideas. Daily routines ensure that children's needs are met. However, sometimes the organisation of some activities means that not all children are fully engaged. Careful observations of what children can do support staff in meeting children's individual needs. Staff are able to assess what children need to do next, in order to make progress and use this information to develop weekly planning. Plans cover all areas of learning and are based on the needs of individual children, as well as the wider group of children attending.

Children enjoy learning and make good progress towards the early learning goals. A wide range of interesting and appropriate activities support children in developing their curiosity and imagination. Children are able to independently access activities which engage them across all areas of learning. These are delivered both as part of the continuous provision, as well as through planned, adult-led activities. Children's enjoyment of learning is enhanced through visitors to the pre-school such as the police, doctor, vicar and local school children. They also develop an understanding of the world around them as they visit a local farm, take nature walks around the village and use the mobile library.

Children develop good communication skills. They are encouraged to ask and answer questions and to talk about important events in their lives. Posters and labels all around the pre-school help children to understand that print carries meaning. Counting and number recognition is an integral part of the day. Children develop problem solving skills through a range of activities such as working together to make a den.

Children are developing good personal hygiene routines with support from staff. They understand the reasons for washing their hands and can talk about the benefits of physical exercise. All children access large play equipment on a daily basis and also enjoy trips to the local park and cricket field for further opportunities to exercise.

Children behave well and know what is expected of them. They follow the safety rules which are in place and respond well to instructions and reminders from staff. Children learn to use large play equipment safely and are able to talk about how to keep themselves safe. Children demonstrate that they feel safe at the pre-school as they play confidently and enjoy cuddling up with staff to share a story. They enjoy playing with others and are developing an understanding of how to share and take turns. Children respect each other, and their differences, showing concern for their friends when they are upset.

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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