

Oundle Community Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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.

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

Oundle Community Pre-School opened in 1963 and is run by a voluntary management committee. It operates from a community building close to the centre of Oundle, Cambridgeshire. The setting is accessible to all children and they have access to a fully enclosed outdoor play area.

The setting provides funded early education for three- and four-year-olds. It is open each weekday during term time only and sessions are from 9.15am to 12.15pm. Children may attend for a variety of sessions. The setting is registered on the Early Years Register to provide 26 places and there are currently 29 children on roll who are within this age group. The setting serves a wide catchment area. A small number of children attend other settings, such as childminders. The setting currently supports a number of children with special educational needs and/or disabilities and who speak English as an additional language.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at Level 2 and three at Level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager, staff and voluntary management committee demonstrate a genuine enthusiasm for the work of the setting, utilising effective self-evaluation procedures to support the ongoing review of their practice. This enables them to prioritise actions and implement improvements, thereby maintaining a service which is responsive to children's needs. Staff work well with parents and carers, supporting them in obtaining a good understanding of each child's needs. They are therefore able to ensure that these are consistently met and that children are offered appropriate support so that they are meaningfully included. Practical assessment and planning procedures mean that staff are aware of children's current developmental needs and are able to plan appropriate activities to promote children's individual development.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to increase their awareness of the ways of life, cultures and beliefs of other people
- improve the systems for organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children's welfare is consistently promoted as staff have a good understanding of their responsibilities relating to safeguarding children. This is supported by appropriate additional training and a practical written procedure, enabling staff to identify children at risk and take any necessary action. Robust checks are carried out to make sure that all staff are suitable to work with children. Thorough risk assessments cover all areas and mean that hazards are minimised and children's safety is promoted. Specific activities and good daily practice help children to build a clear understanding of safety issues. For example, appropriate role play and visits to the fire station reinforce children's awareness of fire safety.

The manager, staff and voluntary management committee work well together and maintain a positive approach to the ongoing development of the setting. The continuous review of their practice means that they have a realistic picture of the setting's strengths and weaknesses and can prioritise changes that improve the outcomes for children. For example, recent changes include the introduction of new procedures for snack time, whereby children decide when to have their snack, helping to serve themselves and thus developing their independence skills. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. Staff work well as a team, exchanging relevant information and readily supporting each other throughout the session. This creates a positive environment where children play happily and securely. Staff make good use of available resources to support the promotion of children's learning and development. For example, children enjoy visits to local facilities, such as the library, church and fire station.

Staff demonstrate a good awareness of the relevance of anti-discriminatory practice. They work together to ensure that the setting's policies and procedures are appropriate and are consistently implemented, supporting them in providing a service which is inclusive for all children. Staff also work closely with parents and other professionals to ensure that they have a thorough understanding of each child's background and needs. They then use this information to inform the planning of appropriate activities. The setting maintains good relationships with parents and carers. They are kept well informed of their child's progress and activities, for example, through daily discussions with staff, newsletters and the regular sharing of children's assessment records. The setting also works well with others providing care for the children, sharing appropriate information to ensure that children's care is consistent and their development is promoted.

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

Children make good progress in their learning and development as staff have a thorough understanding of the Early Years Foundation Stage. They observe and assess children as they play and also make good use of the daily session evaluations, taking note of the activities and resources children have enjoyed. This information is then actively used to inform future planning and thereby ensure that children are offered appropriate activities that promote their individual development. Children are encouraged to develop their own play and staff make informed judgements about when to intervene in order to extend children's ideas and understanding. This supports children in playing an active role in their learning and developing skills for use in future life.

The clear planning and thoughtful provision of resources means that children's play is enhanced and their learning extended. For example, children become engrossed in exploring a large tray filled with cereal, lentils and pasta, pouring this, feeling the different textures and then incorporating it into their imaginative play by adding small world resources. The good provision of resources also means that children are encouraged to work together, experiment and think critically, gaining skills for the future. For example, a small group of children work together to construct a pipe run for the water, testing this by pouring water down and then adjusting it to improve the design.

Children's understanding of appropriate behaviour is promoted as staff act as good role models, remaining fair and polite and modelling good manners. They explain to children the implications of their behaviour and encourage them to work together to resolve any disputes. Children respond to this positive environment and are kind and caring towards each other. Children's understanding of diversity is developing as they access relevant resources and participate in some activities. For example, they celebrate festivals, such as, Easter, Diwali and Chinese New Year. However, their wider awareness of differences and the ways of life and beliefs of other people is not extended and fully promoted. The good procedures for working with parents, carers and other professionals mean that children who have special educational needs and/or disabilities and those who use English as an additional language are offered appropriate support to enable them to participate meaningfully.

Children are encouraged to understand the relevance of healthy lifestyles. Good daily practice means that they learn to wash their hands before eating and after messy play. Ongoing discussions with staff help reinforce their understanding of these practices. They develop physical skills, such as coordination and balance, as they use large play equipment and participate in action rhymes. Good staff interaction supports children in developing their communication skills. For example, they use language confidently, explaining their thoughts and ideas and discussing the intricacies of their role play.

Children have time to explore, develop their thoughts and use their problem-solving skills as staff make good decisions about when to intervene in their play.

For example, children explore an abacus before a staff member joins them and encourages them to count the beads as they slide them along the bars; children enjoy this activity and are inspired to look for other items to count, going on to count and group plastic animals. Children's play is purposeful and challenging as staff are attentive and play alongside them. For example, children's early reading skills are developed as they look through name cards and a staff member suggests they try to find the corresponding magnetic letters on the board; they concentrate as they sound out the letters and put these in the correct order for their names.

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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