

Pulborough Village 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.

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Description of the setting

Pulborough Village Pre-School is a privately owned group. It first opened in 1970 and has been running in the current building since 1996. The pre-school operates from one room in the village hall in Pulborough, West Sussex. Children come from the local area and attend for a variety of sessions.

The setting is registered on the Early Years Register. A maximum of 16 children aged between two and the end of the early years age group may attend at any one time. There are currently 41 children on roll, the setting receives funding for nursery education. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school is open each weekday from 9am to 12:00 noon and from 1pm to 3:30pm on Monday and Thursday during school term time only. On Friday the pre-school offers a longer session from 9am to 1pm, which includes a lunch club for the children due to go to school the following September. All children share access to a secure enclosed outdoor play area. The pre-school employs seven members of staff. Of these, five hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and are making good progress towards the early learning goals. They are happy and have a sense of ownership and belonging within the group. The providers and staff are working well as a team and implement their own unique systems for recording and monitoring ensuring there are no gaps in children's development. There are strong partnerships in place with parents and most outside agencies to support children's well-being. Through their own ongoing evaluation and reflective practice, the pre-school shows the capacity to make continuous improvements for the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have an understanding of child protection procedures. Some staff have undertaken child protection training and one of the providers acts as the designated person for this role. The setting is made secure through the times of operation and staffing ratios are well maintained. The providers have a system in place for the recruitment of new staff, checking initial and ongoing suitability of each staff member. Risk assessments for the setting are in place and staff continually monitor the areas used by the children to ensure their safety. Medication and accident records are clearly recorded and details are shared with parents. Leaders ensure there is always first aid qualified staff in attendance for every session. The staff work collaboratively with parents around the safe collection of children from the setting. Children are not released into the care of someone unknown to staff members and parents are requested to notify staff if collection arrangements change.

Leaders and staff work well as a team and the group have addressed all recommendations raised from the last inspection. The leaders are well organised; they have developed many systems of documentation designed by themselves, giving them complete ownership which enables the staff to feel secure in the systems they are using. Clear and effective self-evaluation for the group and each staff member demonstrate how reflective practice is in place through all areas of the setting. Leaders and staff work collaboratively around the identification of future plans for the group, ongoing training for individuals and the development of policies and procedures to support the running of the setting. Parents and children's thoughts and opinions are valued by the leaders. They feel staff are approachable to verbalise their thoughts and questionnaires have been previously used to gauge opinions of parents.

The group make good use of the space that they have including a small outside space to allow free flow giving children choices about their play. Wall displays and children's art work is proudly displayed to make the hall more appealing to children and their families. Resources are good, fit for purpose and are used well to achieve learning intentions. The staff promote the use of recyclable materials in play to give children positive messages about their environment. The setting promotes an inclusive environment where staff ensure all children are fully involved. Through resources and activities children are learning about differences between themselves and others. The staff have a good knowledge of each child's background and support the individual needs of each family. Staff identify a child's needs for additional support as early as possible; they promptly share information and records with colleagues, parents and where appropriate, with interagency teams to ensure that each child gets the support they need.

The group have extended partnership working to the local schools the children move onto. This allows for visits and planned activities within the school enabling the children to develop their confidence and allow for a smooth transition. Although, as yet the setting have not been so successful in making links with other early years settings children attend. Partnerships with parents however are strong.

Parents receive detailed information when they start in the setting and information from them through the all about me booklets and discussion is valuable to staff to help settle children in to the group. General information is shared with parents through letters and the parents' notice board. Tailored information about children's development is regularly shared with parents so they can be fully involved in their child's learning. Therefore partnerships with parents are well established

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

Children enter the setting and happily separate from their parents. After self registering, they make independent choices about where they are going to play. There is a group feeling within the setting where all the children know each other well. Some older children display good levels of confidence in the routine and help younger children understand, for example, as they guide younger children to group time after they have finished their game on the computer. Most children are independent and confident to instruct adults as to what they have to do when they join their play. Children are able to be creative and use their imaginations. They make three-dimensional models within the craft area before accessing the larger boxes outside where they build, fix or hide inside them. Most staff have a secure understanding of the areas of learning and all staff are motivated in their work with the children; joining in with child-led play. The secure and effective monitoring systems support the staff as they observe children and record their progress towards the early learning goals. Therefore the providers are able to ensure consistency amongst the staff team and quickly identify any gaps in children's learning.

Children feel and are secure within the setting. Staff implement effective and consistent strategies to promote children's safety, they therefore know how to follow safe routines. For example, the correct way to use the stairs to get to the garden. Children have a sense of belonging within the group; they know what is expected of them and understand the routine of the session. For example, they know they can use the outdoor space after parents have left and when they can access the snack table. Children are able to help prepare snacks and bring items through from the kitchen with staff members; snack time is sociable where gentle chatter occurs around the table. Children follow good personal hygiene routines before making some choices about their snacks from those that have been prepared. They engage in a range of physical activities. Outdoor spaces are available throughout the session where children try their skills at balancing, jumping on stepping stones or crawling through tunnels. Additionally organised outside time promotes outdoor play to all that might not normally access it where they develop balls skills, use wheeled toys or large boxes for building.

Children are developing the skills they will require to secure future learning. Staff competently promote problem-solving skills in play and use questions to encourage children to think about numbers and shapes. Every day resources such as farm sets are used well to help children order and sort considering sizes. Children skills in communication and mark making are strong. Most children are articulate with

good vocabulary and have the confidence to speak to adults. Staff promote mark making and therefore children are making strong gains towards the development of emergent writing. Children label their work and many can write their names clearly. They are able to see their name in print around the room along with other clear labelling. Books and stories are used to promote early reading skills where staff make stories become a practical experiment, for example, as children measure out how long a whale would be in the hall after reading a story about whales. Behaviour within the setting is good, children demonstrate the ability to share and take turns mostly unsupported. Staff effectively implement the use of sand timers to enable children to take turns if they are finding it more difficult. Through activities and discussion each child is valued for who they are and therefore everyone can make a positive contribution in the setting.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met