

Fellview Pre-School Nursery Group

Inspection report for early years provision

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Inspector Andrea Paulson

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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

Fellview Pre-School Nursery Group was registered in 1998 and operates from a purpose-built premises with a secure outdoor play area within the grounds of Fellview Primary School in the village of Caldbeck, Cumbria. The setting is managed by a voluntary management committee made up of members of the local community. The setting is open Monday to Friday from 9am to 12pm during school term time, with an optional lunch club on Monday and Thursday to 1pm. Children from the village and outlying areas attend for various sessions.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. There are currently 11 children on roll, all of whom are in the early years age group. Of these, seven are in receipt of funding for early education.

There are two members of staff, both of whom hold early years qualifications to level 3. The manager also has a B.Ed(Hons) degree. The setting receives support from the host school and local authority, and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this inclusive and welcoming setting where effective staff interaction ensures that individual needs are met well. Their health and safety are ensured through consistent practices. Planning for children's learning is mostly comprehensive and well-presented. Partnerships with the community and the host school are excellent and contribute significantly to children's smooth transition to school. The setting works closely with parents and carers to support the continuity of children's welfare and learning. Recording systems are thorough and generally effective self-evaluation identifies further areas for development, demonstrating good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- create an environment rich in print where children can learn about words through greater use of labelling
- extend systems for monitoring priorities for development, identified through self-evaluation to further improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because of strong leadership, knowledgeable staff and the consistent implementation of thorough policies and procedures. The setting has robust recruitment and vetting procedures in place. Risk assessments and daily checklists identify and resolve hazards to keep children and adults safe. The continuing professional development of staff demonstrates a high level of commitment to further enhancing children's well-being and learning opportunities. Significant developments since the previous inspection include new premises so that the learning environment is much improved. Planning of activities for children's next steps in their learning are also improved so that thorough systems track individual progress well. Staff follow a good self-evaluation process which includes input from parents, carers and other early years professionals. This informs the setting's action plan for improvement. However, the monitoring of these identified priorities for development, to further improve the quality of provision for all children are less well developed.

Skilled and conscientious staff work hard to continuously build a well-organised, bright and colourful environment. The stimulating range of activities maintains children's interest so that they are fully engrossed and actively participate. Staff members are alert and effective in supervising the play areas for children to access throughout the session. The key person system is well-established and ensures that each child's unique qualities and differences are valued, with staff providing sensitive and flexible individual care. Staff members take pride in their work and make a strong team in supporting play and learning. They promote and support diversity well to help children understand the society they live in.

The happy and friendly environment includes a familiar routine so that children settle well. The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. Staff have built exceptional partnerships and channels of communication with the host school and the wider community. This contributes significantly to children's welfare, progress in learning and transition into school. For example, children share the use of the school canteen at lunch time and follow the same routines which prepare them very well for their move to school. Children's continuity of care and learning are promoted well through regular sharing of individual progress and learning experiences with parents. Parental feedback is positive with comments about the interesting activities, how much the children enjoy their time at the setting, and their appreciation of the hard working staff and the flexible care.

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

Children's learning and development are promoted well through clear planning which ensures good progress for each child. Observations are used well to plan individual children's next steps and effective monitoring ensures an equal balance across all the areas of learning. Staff members are committed to providing children

with stimulating experiences so that they enjoy and achieve well. Awareness of the wider world is promoted well through various practical activities and resources which reflect cultural diversity.

Children's learning is extended through the skilful, meaningful interaction of staff during spontaneous play. Children calculate how many more boys than girls there are and how many plates they need at snack time. They discuss jelly fish during water play and work out if the sand is wet enough to make sandcastles. Children think about who is 'behind' and 'in front' of them while lining up. They confidently identify colours of the dough, fruit and paints. Children become familiar with letters and simple words through regular access to books and displays. They practise pre-writing skills during role play in the 'office' and develop increasing control of small tools. However, opportunities to create an environment rich in print where children can learn about words through greater use of labelling are not maximised. Children compare, match and sort resources as they tidy up. They happily make patterns in the modelling dough and build towers with construction pieces.

Children learn about healthy lifestyles through regular exercise and outdoor play so that they benefit from much daylight and fresh air. They learn to keep themselves well as they put on their own coats to keep warm, drink water when thirsty and follow good hygiene routines. Children have a choice of fruits at snack time and enjoy nutritious meals at lunch time so that their awareness of healthy food is promoted effectively. They feel safe in the secure environment and learn about personal safety as they take care not to hit anybody with hoops and balls. Children use the computer with increasing skill and have fun identifying each other in photographs taken with the digital camera. In this way, they develop skills for the future. Children are very well behaved, work together as they tidy up and learn consideration for others as they share out the modelling dough. Children feel valued and are treated with warmth and friendliness so that they grow in confidence and self-esteem in this enjoyable 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	1
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