

Quarndon 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

Quarndon Pre-school opened in 1972 and is committee run. It operates from within St Paul's church hall in Quarndon, Derbyshire. A maximum of 20 children may attend the setting at any one time. The pre-school is open each week day from 9am until 12pm during term time only. A lunch club operates between 12pm and 1pm daily. Two play rooms are available for the children and they have the use of the nearby school playground for outside play.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 27 children, aged from two to five years, on roll. Of these, 20 children receive funding for nursery education. The setting supports several children who speak English as an additional language.

The pre-school employs five staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Quarndon Pre-School delivers the Early Years Foundation Stage exceptionally well. Staff create a totally safe, fully inclusive, richly enabling and welcoming environment so that all children benefit from the significant wealth of activities and experiences. The expert practices used by staff ensure all children make excellent progress. The pre-school is pro-active in developing partnerships with parents, other settings and professionals. The leader is an excellent role model, effectively evaluating the strengths and areas for improvement within the setting and continuously striving to improve the experiences for the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- organisation of activities in the creative room where noise levels may affect children's ability to hear and concentrate.

The effectiveness of leadership and management of the early years provision

Children feel completely safe in the setting as staff practice extremely safe routines and competently teach children how to keep themselves safe from injury. Robust safeguarding policies ensure that children are well protected. Staff have attended

child protection training and demonstrate a very clear understanding of the procedures and how to implement them appropriately in order to protect children from harm.

The manager of the setting demonstrates excellent practical and organisational skills, providing strong leadership qualities in all respects. Self-evaluation systems are used exceptionally well to monitor and evaluate the provision. The principles of the Early Years Foundation Stage framework are successfully and thoroughly implemented and children's learning is supported in a professional manner. Staff are very well organised and take responsibility for preparing enjoyable and purposeful activities. Parents and carers of the children are highly valued and supported as partners in their children's learning. They are given robust information about policies and procedures, and how learning and developmental opportunities are created and implemented within the setting. They are invited to join in with their child's day and to add their knowledge and skills to enhance their child's experiences. Comprehensive relationships are formed with schools where children will attend, particularly the local village school. Older children regularly enjoy the benefits of the reception class prior to their move to school and the joint planning of the shared outdoor area and other activities is exemplary. Links are formed with other professionals whenever it is necessary to ensure each child's needs are consistently met. The staff and committee work exceptionally well together, a relationship which wholly benefits the setting and children.

All necessary documentation which supports the safe and efficient management of the setting is in place and vetting procedures are also robust. Children are securely supervised and staff move expertly around the areas talking to and observing children, engaging enthusiastically in their play. Staff work competently together as a team, sharing the tasks of organising the routines and ensuring the smooth running of the setting. The manager is to consider the organisation of activities in the creative room where noise levels may affect children's ability to hear and concentrate.

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

Children are given excellent opportunities to use their creativity and imagination. They eagerly investigate and explore in an environment that is resource rich and where activities are planned to provide maximum interest. Themes and topics are used skillfully to extend children's knowledge of the wider world. Numbers and shapes are used consistently and language to describe comparisons and measure is introduced very well. Children are observed using tools for a particular purpose, for example various pincers are available to try and take ice cubes out of a tank. Staff introduce descriptive words such as slippery, freezing and clear into the conversation. Role play, tools and materials are used creatively and there are daily opportunities for children to develop new skills in communicating, language and literacy, which is supported exceptionally well. For example, staff talk to the children about their experiences at home and skillfully extend the discussion and

consequent learning, which supports language for communication and thinking competently. On the walk back from the outdoor play area there is a spontaneous conversation between staff and children about a bee heard in the blossom tree above. A member of staff asks the children 'what is it doing up there?' One child replies that it is making honey and another child asks why bees buzz. A member of staff replies that it because their wings beat so fast. Noticing a cobweb on a bus stop, children and staff talk about the spider catching the bus to town and they all laugh together.

Children engage in story telling and learn new technology, they bake a cake for the Royal Wedding celebrations and decorate it themselves. They have animated discussions about the wedding photographs that staff have brought in and excitedly prepare to dress up as princes and princesses on the day of the party. On the day of the inspection the role play area is a flower shop. The children sell plastic flowers for 20p and wrap them in pretty paper. Pencils and notepaper are available to write receipts and scissors are available for cutting the paper, sticky tape and ribbon. A till, money, purses and bags are available so that children can extend their play.

On another occasion the role play area is a hairdresser's shop. There are labels on the brushes, curlers and water spray for example, so that children begin to recognise letters and know that words and letters have meaning. Children drive to a party in a large box they have made into a bus. In all instances staff actively contribute to the children's enjoyment and learning. Highly skilled practices demonstrated consistently by all staff support children to make very rapid progress across all areas of learning.

Activities have regard for children's individual interests and ideas. Staff observe children as they play, using their observations to ensure that each child's needs are being met and to skillfully plan the next steps in their learning, taking into account their starting points. Staff ensure parents and carers are thoroughly informed about their child's care and progress, informally on a daily basis and on more formal occasions. Staff use excellent communication with the children, they ask open ended questions and present high levels of challenge. Children listen to and use an extended range of vocabulary and as a result are keen to express their ideas and feelings through discussion. Children play and work exceedingly well together, learning to negotiate and problem solve as individuals and within larger groups, which successfully develops their confidence and self-esteem. They are encouraged to make choices and decisions for themselves. They learn to respect and value people's differences and similarities through stories, discussion and as they celebrate different cultural events throughout the year. All children are fully supported within this inclusive setting where individualised learning is nurtured well and each child is highly valued and respected.

Staff create a totally safe, warm and welcoming environment where risk assessments are detailed and robust, supporting children's health and safety extremely well. Children learn how to keep themselves safe and develop positive attitudes towards healthy eating through interesting projects and lively discussion. The particularly well-resourced outdoor play area and exploration of the outdoors,

for example the planting of an eco garden fully supports their physical play and early science.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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