

Vicarage Farm Preschool

Inspection report for early years provision

Unique reference number

EY287638

Inspection date

09/05/2011

Inspector

Kelly Eyre

Setting address

Vicarage Farm Community Centre, 36 Grafton Close,
Wellingborough, Northamptonshire, NN8 5WA

Telephone number

01933 678452

Email

vfpreschool@aol.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

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

Vicarage Farm Pre-school opened over 30 years ago and was re-registered under new ownership in 2004. It is run by a partnership of private providers and operates from a community building on the Gleneagles Estate, in Wellingborough, Northamptonshire. 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 12.45pm. 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 32 children on roll who are within this age group. The setting serves a wide catchment area. A small number of children attend other childcare settings, such as childminders.

The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications 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 genuine commitment to the ongoing review of their practice enables the owners and staff to identify improvements and maintain a service which is responsive to children's needs. Excellent partnerships with parents support the continuous exchange of information and ensure that staff have a thorough understanding of each child's needs. They use this information to make sure that children's needs are met and they are offered appropriate support so that they are meaningfully included in all areas. Good assessment and planning procedures mean that staff are aware of children's current needs and interests and can plan activities to promote their 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 find out about their environment and to find out about and identify features in the place they live and the natural world.

The effectiveness of leadership and management of the early years provision

Thorough safeguarding procedures ensure that children's welfare is consistently promoted. For example, all staff have attended relevant training and there are

robust procedures to ensure that staff are suitable to work with children. This is further supported by a clear written procedure, enabling staff to work together to prioritise and manage any concerns about children. Thorough risk assessments and daily safety checks mean that children's safety is consistently promoted. Ongoing explanations and specific activities support children in gaining a good understanding of safety issues. For example, they discuss fire safety, reading relevant books and enjoying a visit from the fire service to help reinforce their awareness.

Staff demonstrate a good understanding of the relevance of anti-discriminatory practice. They regularly review the setting's policies and procedures to make sure that these are inclusive for all children and their families. Staff work closely with parents, paying attention to reviewing and updating the information about children's needs. They use this information to help inform the planning of appropriate activities. This is further supported by a clear system to monitor children's progress in all areas and highlight potential areas for further development. Staff build and maintain excellent relationships with parents and carers. They successfully utilise several forms of communication in order to keep parents fully informed of their child's progress and activities. For example, parents receive informative weekly information sheets detailing practical issues and the current activity planning, with creative ideas for further activities, so that parents can continue their child's learning at home. The setting works well with other professionals involved in the care of the children. For example, they have procedures in place to work with childminders to ensure that children's care is consistent and that their development is promoted.

The setting owners and staff demonstrate a great enthusiasm for their work and have clear plans for the future. The comprehensive evaluation of their daily practice supports them in gaining a thorough overview of the setting. They use this information to develop action plans and thereby prioritise changes that improve the outcomes for children. For example, recent changes include the introduction of new information and communication technology equipment, providing further opportunities for children to extend their knowledge of this area. Staff make good use of the space and resources to support the promotion of children's learning and development. For example, toys and resources are in labelled, low-level storage containers enabling children to make independent choices.

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

Children make good progress because staff have a confident knowledge of the Early Years Foundation Stage. They observe children as they play, assessing this information and actively using it to inform activity planning. This ensures that children are offered appropriate activities that promote their individual development. Staff also take note of children's current interests, using these to plan activities that capture children's attention and further promote their development. Staff pay attention to ensuring that the environment is safe. Children's behaviour demonstrates that they feel safe and secure as they happily

move around the setting, making independent choices about their resources and readily including staff in their play and discussions. They are, therefore, supported in playing an active role in their learning and are developing positive attitudes to this.

Children enjoy talking with staff and the good interaction supports them in developing their communication skills. For example, children competently explain the intricacies of their role play scenarios. The good staff interaction also means that staff are able to utilise incidental learning opportunities, encouraging children to think further. For example, when children sit in small groups for their snack, they are encouraged to count the different types of fruit they are eating, going on to compare differences in sizes. Children have some opportunities to learn about their local environment and the natural world. For example, they have helped to create a log pile in the outdoor area to attract bugs and insects. However, their wider understanding of the features of their locality and the environment is not fully promoted.

Children are encouraged to be active learners and experiment. For example, they construct their own car tracks using piping and guttering, experimenting to find out which gradients make the cars go fastest. They are also encouraged to adapt the equipment in order to support the extension of their play. For example, children turn an area of the climbing frame into a house, using covers and cushions, going on to create a role play scenario based on this. Staff make good decisions about when to join in with children's play, thus allowing them time to explore their thoughts and ideas. For example, children work together to make a bus, using outdoor play equipment. They are later joined by a staff member who participates in their imaginary game involving a trip to a theme park.

Children are supported in gaining a clear understanding of appropriate behaviour and thereby learn valuable skills for future life. Staff act as good role models, remaining calm, polite and caring. Children mirror this and show care and concern for each other. Staff also discuss behavioural issues with children, encouraging them to work together to resolve any disputes. Children's awareness of diversity is promoted as they access relevant resources and participate in discussions and specific activities. For example, children watch short film clips of music and dancing from around the world, noting the different types of instruments and costume. The excellent procedures for working with parents and carers 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 offered a range of opportunities to learn about the uses of information and communication technology and thus gain further skills for the future. For example, after focussing on a book about a fire engine, they use the computer to research fire engines in other countries. Children are encouraged to understand the relevance of healthy lifestyles. They learn about good hygiene practices as they wash their hands before snacks, discussing the reasons for this and read associated books to reinforce their understanding. They also participate in physical movement sessions, discussing the importance of warming up and noting their

different heartbeats before and after exercise.

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	1

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	1
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	1
The effectiveness of partnerships	2
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	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

