

Stanford In The Vale Pre-School

Inspection report for early years provision

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Inspector Karen Prager

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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*.

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Description of the setting

Stanford Pre-school first opened in 1970 and re-registered as a limited company in 2010. It is located in purpose built premises in the recreation ground behind the village hall and serves the local rural community. The pre-school is managed by a voluntary committee and is a registered charity. It provides funded early education for three and four-year-olds, in addition to early education for the rising threes. Children have sole use of the entire setting and free flow into a secure garden. The pre-school opens each weekday. Sessions run from 9am to 12 noon on Monday and Friday and from 9am to 3pm on Tuesday, Wednesday and Thursday.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 46 children on roll in the early years age group, all in part-time places. The pre-school currently supports children with special educational needs and/or disabilities.

The pre-school has nine members of staff, of which one holds appropriate early years qualifications to level 6, five to level 3 and two are currently studying for level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this pre-school, whatever their individual needs, because of high expectations for both their welfare and ability to achieve. All staff are responsible for this through the 'key person' system. Overall partnership working with the parents, the local school and support networks contributes to the high standards achieved. This means that overall children make quick progress in their learning and development, which will help them in their transition to school. The pre-school shows outstanding capacity to maintain continuous improvement, as the staff and committee are highly committed to constantly improving outcomes for children and has effective strategies in place to do so.

What steps need to be taken to improve provision further?

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

- extending opportunities for children to reflect on what they have been doing to consider their own learning
- extending the systems for sharing two-way information with parents about their children's progress in the group, to enable them to become more involved in their children's learning.

The effectiveness of leadership and management of the early years provision

Those in charge have high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. They have a clear and achievable plan for self-evaluation. This supports continuous improvement that staff, children and their parents have been involved in developing and taking forward. There is a comprehensive awareness of safeguarding issues among the adults within the setting at all levels, all of whom receive regular training on safeguarding. A wide range of policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe.

Children clearly benefit and thrive as a result of the setting they are in. The premises are bright and welcoming. The purpose-built premises, furniture and resources are of high quality and suitable for the ages of children to support their learning and development. Outcomes are clearly attributed to the excellent use of resources, including highly effective deployment of staff.

The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. There are well-established channels of communications between the school and local agencies which successfully promotes children's learning, development and welfare. The pre-school staff have very constructive relationships with parents, who speak positively about the setting. They are clearly informed of the care and learning provided for their children through discussions with staff, regular newsletters. The pre-school web-site has the regularly updated policies and procedures so that parents are able to read about the practice that supports their children's development. A 'wow' board is situated at the entrance of the room for parents to add comments about their children's achievements. The newsletter details current learning and ideas for parents to support children's learning at home. Parents comments are welcomed at any time and an extensive questionnaire is sent to parents each year asking for their feedback about the pre-school. This information is collated, shared with all adults and used to drive the provision forward. However, some parents say that they are not clearly aware of what their children do at pre-school.

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

Children are provided with high quality care, in a happy, relaxed and calm atmosphere. Their learning is well supported through the provision of wide range of toys and resources, and well planned, interesting environment. Resources are arranged so that they are easily accessible. Staff spend time observing and assessing the children's achievements and collate this information to identify their

next steps. The planned learning intentions are added to the following week's curriculum planning, ensuring every child's individual needs are being met, at a time that is right for them.

The staff use their knowledge of the Early Years Foundation Stage framework well to plan interesting group activities which hold children's attention for some time, for example, when talking about sounds that rhyme. This is extended to story time when children greatly enjoy the rhyming story, and they join in the repeating phrases with delight. Staff interact well with the children, giving enthusiastic praise and using prompting questions effectively. As a result, children are motivated to learn and persist at their chosen activities. However, children are not encouraged to reflect on what they have been doing and consider their own learning. Children have good opportunities to develop physical skills. Children who prefer to play outdoors clamber over the grass mound and slide down, clearly showing as they do so that they know how to keep both themselves and others safe. They balance along the edge of the digging area and crawl inside the tunnel. Children have fun digging and planting items such as potatoes and sweet peas in the vegetable garden. They are fascinated with the tadpoles and go to find the magnifier so that they can see legs that are growing. Children count well, both with help and independently when they count number of children present. Letters are linked to sounds when talking about the letters in their name and children explore the shapes of letters when playing with dough. Children are keen to use the computer and know that they must write their name on a list if demand is high.

Children's independence is very well supported; they confidently chose their activities successfully building their confidence and self-esteem. Children show a very strong sense of belonging within the setting, they work exceptionally well with their peers and independently: they show co-operation and positive attitude to learning. This is seen when, for example, children paint a picture for a friend or demonstrate a very caring attitude to new children who have recently joined the group. This, along with effective staff support, helps those new to the setting to settle quickly. Age appropriate methods for behaviour management are used such as distraction, and clear boundaries. Praise and enthusiastic encouragement are used consistently to give positive feedback and consequently the standard of behaviour is very good. Children's healthy lifestyles are supported well. Children benefit from free access to the outdoor area where they use a variety of stimulating equipment. Snack and meal times are used as social occasions, developing the children's manners and independence exceptionally well. For example, children select their own fruit from a 'snack bar' are encouraged and supported as they pour their own drinks. The youngest children are helped to manage their personal hygiene by washing their hands after painting and before eating. Older children follow this procedure confidently, knowing why they do so. Staff are aware of their responsibility in promoting a safe environment and helping children understand how to keep themselves safe. Through appropriate questioning staff encourage children to manage risks appropriately. Children take responsibility for their own and other's safety. They are aware of their own limitations and know to ask for support from a friend when balancing. Through this children build sufficient confidence to balance on their own. Children also learn about safety through the frequent practicing of the evacuation procedures, with

clear explanations from staff for those who are new to 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?	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	2

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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