

Shrewton Pre-school

Inspection report for early years provision

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Inspector Anna Sketchley

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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

Shrewton Pre-school was registered in 1974. It is situated in Shrewton Primary School in the village of Shrewton and serves the local area including the surrounding villages. It has sole use of a room attached to the school building and an outside area that is shared with the school Reception class. It is registered for 24 children between the ages of two and eight years and is on both the Early Years and voluntary and compulsory Childcare registers.

The pre-school usually opens five days a week during school term time although this varies early in the school year depending on the number of children on roll. Sessions are from 9am to 1pm and children bring a packed lunch. On Tuesdays the pre-school continues into the afternoon for a two hour session and finishes at 3pm. There are currently 30 children from three to five years on roll of which four are under 3. This includes 22 children that receive nursery funding. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities.

The pre-school employs five members of staff. One member of staff has a Foundation Degree in Early years childhood studies, one holds a National Vocational Qualification (NVQ) at level 3 Childcare and Education, one has CACHE at level 3 Childcare and Education, one at NVQ level 2 Childcare and Education and one member of staff is unqualified at present. The pre-school receives support from a teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Shrewton Pre-school is a good setting with a strong commitment to inclusiveness. It meets children's individual needs well through thoughtful organisation and thorough planning and assessment. The pre-school has plans to involve parents more in the learning and development of their children. Children experience a warm and stimulating environment. Staff promote good learning and excellent care and safeguarding. All children, including those with special educational needs and/or disabilities, enjoy a wide range of activities across all areas of learning both indoors and outside. There has been good improvement since the last inspection and there is a very strong commitment to the development of all staff which is enabling the setting to have a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that parents and carers are more regularly involved in their children's learning and development.

The effectiveness of leadership and management of the early years provision

Significant improvements have been made in safeguarding since the last inspection and this is now a strong feature. Examples of this include the covering of electrical sockets and methods for recording incidents and keeping records. All adults have a detailed understanding of safeguarding requirements and implement these very effectively. A comprehensive file exists and includes all the required policies and procedures. These are implemented fully and support the very good daily routines that are in place. For example, positive and effective behaviour management by helping children to use a timer when taking turns on favourite ride-on toys. There are gentle reminders about washing hands before snack and after using the toilet. Adults have a strong regard for children's welfare and, as a result, children learn in a very safe, calm and healthy environment.

The pre-school staff consistently use self-evaluation to help them validate their good practice and to identify priorities in the drive towards further improvement. This is resulting in practice being carefully reviewed, developed and supported by extensive professional training to which staff demonstrate considerable commitment. The qualifications held by them and the many courses attended provide a skilled workforce, making significant contribution to children's good progress at the pre-school. Clear links are established between planning and assessment ensuring that the next steps of learning are identified for individual children, whatever their ability or background, ensuring that the needs of all children are met.

The pre-school is well-organised with a wide range of learning activities and resources. An excellent relationship exists with the school whose site the pre-school shares, particularly in the use of the shared outside area and transition arrangements in the summer term. Sharing good practice is a strong feature especially in the development of important aspects of learning such as the teaching of letters and sounds and number. Children's social and emotional development has a particularly high profile, ensuring that they are confident, independent learners by the time they transfer to the Reception class. There are good links with other local primary schools to which a few children transfer. Strong partnerships with agencies supporting children with special educational needs and/or disabilities mean they are able to make good progress. Particular staff are designated coordinators for these children and are responsible for ensuring that their needs are met. They enlist help from, for example, speech and language specialists whose programmes are followed for individual children. Relationships with parents are good. Parents value the pre-school, saying that their children really enjoy their time here and are very safe and well cared for. Parents have regular opportunities to meet with staff to discuss their children's learning journeys and they are beginning to contribute to this record of development. However, there are very few opportunities for parents to become more involved in learning activities. The pre-school is planning to introduce more learning workshops for parents in the future to enable them to take a more active part in their children's learning and development.

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

Relationships are excellent, demonstrated by the way in which all children are greeted and warmly welcomed with a smile on arrival. They happily and confidently self-register finding their name on a star and placing it on a board to signal their attendance. They sing and sign a welcome to each other and the adults and show their number skills as they count those present. Children are captivated by a story from a favourite book brought from home and listen wide eyed as it is expertly read to them. They participate well and listen carefully to each other as some share other special things brought from home. All children enthusiastically and energetically join in games and dance activities outside, such as 'The farmer is in his den' and learn to take turns and make decisions about who to choose next. They show their care for one another as they make sure that no one is left out.

During group activities older children demonstrate their willingness to learn and their knowledge of sounds as they sit in a circle and pay careful attention during an adult-led time. They particularly enjoy the way learning is presented. Fred the teddy and a box of surprise objects help them to learn their sounds effectively. During child-chosen activities, adult involvement in children's learning is well established through good questioning and intervention. Boys and girls alike have great fun with the wheeled toys, strengthening their physical control. They demonstrate through their activities that they know how to keep safe by being aware of others and are learning to use the space around them carefully. Children contribute well to their learning as they make clay models and cut and stick to illustrate their work on nursery rhymes, developing their fine motor skills. They learn about the world around them as they grow tomatoes, make biscuits, play with sand and water, use the computer and take part in a visit from the local police. They especially enjoyed dressing up in the police uniforms and getting into the police car. All these skills are preparing them well for the future. During activities assessments are carried out that inform the next steps of learning for each child and these are incorporated into the planning for the following week. Assessments and photographs of special moments in each child's development are collected together on a regular basis to build individual learning journeys and these are used as a record of learning and development and discussed with parents.

Children have an exceptional understanding of the importance of following good personal hygiene routines, saying that it is important to wash your hands because 'it gets rid of all the germs'. They show an excellent understanding of healthy eating as they really enjoy a healthy snack of crackers, pate and carrot sticks, developing very good personal and social skills as they spread their own crackers. They understand that fruit and vegetables are good for you and expertly pour their own drink, developing their self-help skills well. They are polite and well mannered as they sit around the table together showing that they know the importance of saying please and thank you. They make a positive contribution to the pre-school by, for example, helping to clear away at snack time, putting away toys and helping to buy the snack from the local shop. Children learn to think of others and contribute to their local community through such activities as singing to the elderly

in the village at Christmas, taking part in the church Flower Festival and other fundraising events. They enjoy learning about people who help them within the community through visits from the police, nurse and school crossing patrol.

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	1
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	1
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