

Southfields Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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

Southfields Pre-School became registered in 1999. It is a privately-owned setting and operates from a converted barn within the grounds of Old Hall Farm in Car Colston, Nottinghamshire. Children freely move between two playrooms, one of which is used as a creative/messy room. Bathroom facilities are sited between the two rooms. There is also a kitchen. There are two outdoor play areas which include a large grassed, walled garden with a selection of fixed apparatus for physical play and a hard surface area which is also used as a parking area for parents and visitors. The setting serves families from the local and surrounding rural area. There are effective links with local schools with particularly strong links with one of these.

The setting is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for 18 children under the age of eight years, all of whom may be in the early years age range. It is in receipt of funding for the provision of free early education to children aged three and four years old. It is currently open week days during school term time from 9am to 3.15pm. Children attend either morning or afternoon sessions, depending on the individual wishes of the family, with optional attendance at the lunch club. There are currently 22 children on roll. There is also a fun club which operates flexibly during the Easter and summer holidays. This facility is provided for children aged up to eight years old. The setting supports children with special educational needs and /or disabilities and children who speak English as an additional language.

The setting employs six members of staff, all of whom hold appropriate early years qualifications and the manager is currently working towards a degree in early years. The setting receives support from the 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.

Staff's excellent relationships with parents and strong links with other professionals ensure that children's individual needs are met highly effectively. Extremely good use of time and resources, both in the setting and the local rural environment provide an extensive range of exciting experiences. Rigorous systems of observing and tracking children's progress mean each child's next steps of development are identified and skilful staff provide innovative and imaginative activities which reinforce learning and provide new challenges. The setting is committed to improvement and is making good use of self-evaluation to monitor the ongoing quality of the provision.

What steps need to be taken to improve provision further?

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

- develop a more systematic approach to self-evaluation to ensure monitoring systems support the ongoing internal review of all aspects of the provision
- develop further the existing relationships with other providers offering the Early Years Foundation Stage, ensuring information about children's next steps for development are discussed and shared in order to fully support continuity and progression.

The effectiveness of leadership and management of the early years provision

A skilled and experienced staff team ensure that children are well safeguarded. Routine checks help to ensure that the environment is safe and staff work extremely well together to provide the children with very high levels of supervision and support. There are clear procedures in place for maintaining children's safety whilst outdoors and these are meticulously followed by all. All policies relating to safeguarding and child protection are in place and regularly reviewed which means children are well protected. Additionally, robust recruitment and vetting procedures help to ensure the suitability of staff. Staff create an exciting and stimulating environment through excellent use of high quality equipment and resources which children can easily access. The setting place an exceedingly strong emphasis on outdoor learning and activities in the outdoor play areas and surrounding rural environment are exceptionally well planned to enhance children's learning experiences.

The staff are a highly effective team, working exceptionally well together to ensure the smooth running of the session and that children receive individual attention when needed. They work closely with parents to ascertain an exceptional knowledge of each child's backgrounds and needs in order to ensure children are well integrated and that the environment reflects these. Strong relationships have been established with other partners involved with individual children, particularly those with special educational needs and/or disabilities in order to ensure that each child gets the support that they need. Good relationships with other providers where the care of children is shared help to promote consistency and continuity of care, although, systems for sharing information about children's learning and development are not yet so well established.

The motivated and enthusiastic staff team demonstrate a high commitment to promoting positive outcomes for children. They develop their own knowledge and skills through regular training and make effective use of the newly implemented system to support reflective practice. The current system of self-evaluation is good, incorporating input from parents, children and staff. There are comprehensive systems in place for rigorous monitoring and analysis of the learning opportunities and developmental progress of all children. However, the process is not yet completely effective in monitoring and evaluating all aspects of the provision.

Staff have highly positive relationships with parents. Parents are fully informed of their children's individual achievements and learning targets through ongoing verbal exchanges of information and through the sharing of written assessment records and reports. The twice annual parents evening not only provides more formal opportunities for sharing children's progress records but is also used to provide parents with real experiences of how the Early Years Foundation Stage is delivered within the setting. Parents are actively encouraged to participate in pre-school activities, such as, woodland outings, sports day and the Easter parade. This is highly effective in consolidating the link between home and pre-school. Staff actively seek parental feedback through ongoing verbal discussion along with regular questionnaires. Parents speak extremely highly of the provision and are effusive in their praise of the warmth and sensitivity of the staff team and the inspiring and innovative experiences their children engage in.

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

Children are extremely happy and settled in this bright and inspiring environment where staff's high levels of enthusiasm capture children's interest and they participate in activities with great enthusiasm. Personalised and sensitive settling-in procedures ensure that staff gain detailed information from parents about each individual child's background and level of ability. They respond with great sensitivity to individual needs, for example, at the point of separation or when faced with their fears. Children, therefore, build trusting relationships and feel safe in their care. Staff make excellent use of their knowledge of individuals to plan activities which support each child's ongoing progress across all areas of their learning and development. Highly effective systems are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language, resulting in them making excellent progress. Staff encourage all children to learn to value differences and diversity through activities and sharing information. For example, parents and carers are invited into the setting to share information about their cultural practices and language with all of the children, helping them to learn to value the similarities and differences of individuals.

Indoors there is a wide range of high quality resources which are easily accessible. Strong emphasis is given to developing children's independence skills and they freely move around making independent choices regarding their play. Excellent support from staff means they quickly gain skills in putting on and removing outdoor clothing and opening food containers and packaging at lunch times. Staff make excellent use of daily routines to support learning and seize every opportunity to incorporate as much as possible into children's experiences. For example, children study the shape, colour and number of petals on flowers and compare size and colour of fruits in the 'market' role play area, developing mathematical concepts as they play and explore. Children actively learn about the benefits of a healthy life-style in this setting where there is a great emphasis on eating well and outdoor activities. Staff work effectively with parents to ensure children have a healthy balanced lunch time meals and actively encourage

children's enjoyment of fruits and vegetables through planned activities, such as making soups which include gathered ingredients from their growing areas.

Excellent use is made of the outdoor play areas. Planned activities, such as cooking, are taken outdoors in fine weather and the large enclosed garden provides opportunities for physical activities on a large scale. Here children also explore the natural world by growing fruit, herbs, flowers and vegetables and explore the plant and insect life in the 'natural area'. Children also enjoy wonderful experiences in the local rural environment. The nearby spinney has climbing ropes along with a canopy for story sessions. Here they thoroughly enjoy activities, such as, bark rubbing, finding real and hidden stone animals and re-enacting traditional stories where the wooded environment adds a whole new dimension to these experiences. These outings have provided memorable moments for children, such as, handling new baby owls and observing their weighing and ringing. Children learn well about possible dangers and how to keep themselves safe. Staff remind them of rules prior to outings and they follow these diligently. They are supported to take calculated risks in order to gain an understanding of the concept of danger. For example, they climb trees, balance on rope swings and learn to handle tools, such as, knives and woodwork equipment correctly.

Children's behaviour is exceptionally good. Staff skilfully manage behaviour, using visual aids, such as timers to help them to share equipment and resolve differences. The highly effective staff team enable children to play a full and active role in their learning and they are confident, inquisitive children with eagerness to explore and investigate. Overall, they are developing the skills and attitudes which will stand them in excellent stead for future learning.

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

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| 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

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|--|---|
| 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 | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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| 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met