

Christow 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

Christow Pre-school has been operating for over 30 years and was registered at its current premises in 2001. The pre-school is run by a committee of parents and is located in the village of Christow in the Teign Valley, Devon. It operates from purpose-built premises in the grounds of Christow Primary School, which it shares with the upper Foundation Stage children from the school. There are steps and ramp access to the building. Children have access to a large indoor space, outdoor areas and a garden, as well as the school hall and playgrounds. The pre-school is open term-time only on Monday, Thursday and Friday from 9am to 12pm, and on Tuesdays and Wednesdays from 9am to 3pm with a lunch club operating from 12pm to 1pm. Children attend for a variety of sessions or full days.

The pre-school is registered on the Early Years Register to care for 19 children aged from two years to the end of the early years age range at any one time. It is also registered on the compulsory and voluntary parts of the Childcare Register. Children aged two years attend for one session a week in the term before their third birthday. There are currently 15 children on roll in the early years age range. The pre-school provides funded early years education for children aged three and four years. The pre-school employs four members of staff, three of whom hold relevant qualifications to at least Level 3 and the other member of staff helps with the lunch club. One of the staff has Early Years Professional Status and another has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children make good progress in a high-quality environment that is very well designed and equipped. The staff are well-qualified and have a satisfactory understanding of safeguarding. They generally work well in partnership with parents, carers, and others to share information to support children's learning and welfare. The manager and staff have a clear knowledge of the pre-school's strengths and areas for improvement, such as further developing the systems to monitor the provision. There is a good record of continual improvement and commitment to promoting inclusion.

What steps need to be taken to improve provision further?

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

- increase staff knowledge and understanding of all safeguarding children issues, policies and procedures
- enhance partnerships with other settings to ensure good sharing of information to support children's learning and welfare.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe environment where regular risk assessments and daily safety checks are completed. Satisfactory procedures are in place to ensure that staff employed are suitable to do so. The pre-school staff and school teachers work in partnership to supervise the children in the Foundation Stage Unit, which includes children on both the pre-school and the school roll. The school checks the suitability of the staff they employ and the pre-school has recognised the need to maintain its own records of the suitability of the school staff by undertaking additional Criminal Record Bureau checks. The manager has completed recent safeguarding training and robust and comprehensive policies are in place. A few staff however are not as confident in safeguarding procedures and they are currently undertaking additional training to sharpen their knowledge and skills.

The pre-school has become part of the Christow Foundation Stage Partnership and a Foundation Stage improvement plan has been set up. In addition, a detailed self-evaluation has been completed and this demonstrates a clear ambition to reflect on practice, improve the quality of the provision and ensure equality and diversity for all. There have been significant improvements to the premises and the pre-school staff have worked hard to develop good working arrangements with the school staff to benefit the children.

The pre-school is very well equipped with good quality resources that are accessible to the children, including some reflecting positive images of diversity. The space available to the children is divided into zones for different activities, with areas for information technology equipment, role play and a comfortable area for children to listen to stories or look at books. Staff review children's progress to ensure boys and girls make equally good progress and children's individual learning styles and welfare needs are included. For example, there are lots of opportunities for active learning both indoors and outside.

The pre-school has established good relationships with parents and carers who are invited to participate in a volunteer rota or join the committee. They are pleased with the increased amount of information they receive about their child's progress, including weekly newsletters. They are able to be involved in their children's learning by helping them with weekly 'challenge sheets', such as to measure their bed and write down the measurements. Staff make available to parents and carers attractive books of photographs of the children engaged in different activities. For example there are books about baking, physical activities, and one about the community and visitors, that show the learning gained from the different activities.

Satisfactory partnerships with other settings ensure information such as weekly newsletters to childminders are shared. However, partnerships are not yet fully enhanced by good sharing of information to support children's learning and welfare. The pre-school liaises with external agencies to meet any additional needs of the children when required. The staff have developed close links with the host school through the Foundation Partnership and pre-school children attend school

assemblies and use some of the school facilities.

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

Children play confidently in the child-friendly environment where they self-select resources covering all areas of learning, both indoors and out. Their physical development is well supported with a range of equipment, such as skipping ropes, hoops, climbing equipment and obstacle courses. The outdoor environment is particularly well used and children enjoy lots of role play, as they explore the pirate ship or pretend to drive a tractor using a steering wheel and big rubber tyres. There are lots of opportunities for children to listen to stories and share books. They learn that print carries meaning as they discuss the writing on the yoghurt pot when making dips. Children learn about numeracy and mathematical concepts through routine activities, for example they sing an action song about five little men in a flying saucer that involves subtraction and count the 'pencils' on the outside fence.

Children learn about healthy lifestyles by taking part in a physical activity program and helping themselves to healthy snacks in the free access café system, including lots of fresh fruit. Children help to grow unusual vegetables and herbs in the garden, learning where the food comes from. They pick herbs and carefully chop vegetables to make dips and staff encourage them to try the different textures and flavours. The key person system and consistent pre-school staff enable children to develop positive relationships and good support is provided for new children to settle.

All staff complete observations on the children within the Foundation Stage Unit and the child's key person updates their 'Learning Journey' books and identifies next steps in their learning. The school staff are responsible for the weekly planning for all the areas of continuous provision. The pre-school staff plan the daily focused activities, which help children to learn about concepts such as shape, space and measure or linking sounds and letters. The planning takes account of the individual needs and interests of the children. Information about children when they start pre-school is obtained through home visits and completion of a 'This is me' book. Their progress in the different areas of learning is regularly assessed to ensure that they receive appropriate support for their needs.

Children generally behave well as staff adopt a consistent approach to managing their behaviour and encourage them to resolve differences amiably. They learn to keep themselves safe when they use different equipment or go up and down the steps, through demonstrations and reminders by staff. They learn about diversity through finding out about their own and other cultures. Children took part in a visit to a local church and created stained glass window pictures. They listen to stories about different families and play with toys that reflect diversity. Children have access to a range of equipment to develop their understanding of information technology, including laptops and an interactive whiteboard. They receive good

support for transition to school as they are familiar with the school environment.
Overall children are developing skills that will support them in their 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

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	3
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

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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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