

Holme Village Pre-School

Inspection report for early years provision

Unique reference number	221868
Inspection date	12/05/2011
Inspector	Susan Ennis

Setting address	Village Hall, Short Drove, Holme, Peterborough, Cambridgeshire, PE7 3PA
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Telephone number	07842192052
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Email

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

Holme Village Pre-school registered in 1996. It operates from two adjoining rooms within Holme Village Hall, in Holme near Peterborough. The pre-school serves the local and wider community and has close links with the local school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school is open Monday to Friday term time only. It offers flexible sessions from between 9.00am and 3.00pm and children are able to attend for a variety of sessions across the week. A maximum of 26 children may attend the pre-school at any one time. The pre-school is registered on the Early Years Register and there are currently 37 children attending who are within the Early Years Foundation Stage. The pre-school provides funded early years education. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications. The manager is a qualified teacher. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The commitment and dedication demonstrated by the whole pre-school team enable them to offer an outstanding standard of care and education to the children. Children clearly thrive and make excellent progress across all areas of the Early Years Foundation Stage. This is because the pre-school has developed highly effective practices and procedures for planning, assessing and promoting their learning. Staff value diversity and are highly successful in ensuring that children's uniqueness and individuality is recognised and that all are well integrated and achieving their potential. Dedicated partnerships with parents contribute significantly to ensuring that the individual needs of each child are fully met. Strong leadership, rigorous monitoring of practice and robust self-evaluation systems ensure that plans for the future are well targeted and improvements continue to be made where they have the greatest impact on the children.

What steps need to be taken to improve provision further?

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

- continue to reflect on the overall practise of the pre-school to further enhance the outcomes for children.

The effectiveness of leadership and management of the early years provision

The pre-school demonstrates a very high level of commitment to promoting children's safety. Comprehensive awareness of safeguarding issues among the pre-school staff ensure that children's welfare is prioritised. All staff attend training in child protection and are aware of the contact numbers for reporting concerns should they occur. Extensive recruitment and vetting procedures, including the induction of new staff ensure that staff are suitable to work with the children and a rolling program of training builds on their childcare knowledge. The identity of visitors to the setting is rigorously checked and their presence is recorded in the visitor's book.

Children's well-being is significantly enhanced by the exceptional organisation of the pre-school and the comprehensive policies and procedures in place. For example, staff regularly practice the emergency fire drill with the children and as a staff team. At staff meetings the manager hides photographs of the children in awkward places. Staff then have to try and find the photographs and an account for the total hidden. This ensures that staff regularly practise checking all areas used by the children to enhance their safety should a real emergency occur.

All areas of the pre-school are checked on a daily basis and comprehensive risk assessments are regularly carried out, including on any new equipment purchased or outings planned. When taking the children out and about staff carry with them a first aid kit, the parents contact numbers and children wear pre-school cagoules ensuring that they can be easily seen by the staff.

The pre-school provides a high quality, stimulating environment which is exceptionally conducive to children's learning and which ensures that their progress in relation to their starting points is outstanding. Resources are very well organised and low-level, labelled storage encourages the children to self-select and make independent choices. Laminated pictures of the resources also encourage children with English as an additional language or less confidence to communicate their wishes to the staff. Excellent use is made of the newly renovated outside play area covering a full range of stimulating and exciting experiences for all the children. They can take part in the sensory circuit building on their jumping, balancing and turn taking skills as well as digging in the large sand pit. Children also develop their understanding of the natural world as they care for the creatures in the bug garden and measure the amount of rain received at the pre-school weather station.

The pre-school effectively and actively promotes equality and diversity and tackles unfair discrimination. They therefore offer a service that is fully inclusive for all children and their families. Staff know the children very well and work with their parents to gain a thorough understanding of each child's background and needs. For example, staff learn words and phrases in children's home language to help them feel more settled and quickly act on any concerns identified to ensure that the children receive the support and stimulation they need to progress and reach their potential. They actively help the children learn about the society in which

they live and the wider world. For example, celebrations of festivals are built into the planning. Children very much enjoy trying smoothies and making pictures of fruits to decorate their den in celebration of Suket and discuss visiting a temple with regard to Diwali. They experience different ways of life as they look at coins from other countries linking them to the country on the world map and enjoy looking at books such as *Clever Sticks* and *Sameep and the parrot*.

The pre-school's dedication to maintaining trusting and professional relationships with the parents and other settings ensures that children are consistently cared for. Parents and carers are very well informed about all aspects of their children's achievement, well-being and development and are fully included in the process. They can see their children's development folder at any time and are invited to regular parent's meetings to discuss and contribute to their progress in more detail. The pre-school encourages parents and carers to become actively involved in their children's learning through, for example, contributing to the 'I am proud of board' where parents can share wow moments that have happened at home. They are also encouraged to participate in events such as the Royal Wedding Party that took place and fund raising activities organised by the very active pre-school committee. Parents are encouraged to have a very open relationship with the manager and staff team who make themselves readily available to talk to them at all times. The pre-school is highly committed to working in partnership with other agencies, professionals and settings involved in the children's lives. There are well-established channels of communication that successfully promote children's learning and welfare. Information is regularly shared about children's development and reception teachers often visit the pre-school to get to know the children and parents before their transfer to school. Children also become more aware of the school environment as they are invited to events such as the school's nativity play and enjoy very much using the wading pool in the school grounds.

All staff at the pre-school have very high aspirations for the quality and care the setting provides. The management team's infectious enthusiasm and the staff's genuine aim to provide consistently high standards of care means that they continuously evaluate their practice and make changes to improve the outcomes for all children and parents. For example, since the last inspection and following feedback from parents, the pre-school now offers longer and more flexible session times to enable parents to fit their childcare around their work patterns. The pre-school has also devised handy pocket sized information cards detailing the pre-school contact numbers and term times to enable parents to locate this information more easily. Self-evaluation at all levels reflects rigorous monitoring and analysis of what the pre-school does well and what it needs to improve and staff recognise that this is an area for constant reflection. As a result actions taken have an outstanding impact in bringing about sustained improvement to the early years provision.

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

Children make excellent progress in all areas of learning because the staff use their secure understanding of the Early Years Foundation Stage to extend their learning and development. The exceptional organisation of the education program ensures that children receive rich, varied and imaginative experiences that meet their needs exceedingly well. Thorough initial assessments ensure that staff are aware of children's interests and capabilities. Comprehensive observations and assessments then enable the staff to build on what the children know and plan for their continued development. For example, when staff recognise that some children, in particular the boys, are not showing an interest in mark making they move some of these activities outside where the boys find the environment more stimulating. They soon start to see an increase in the children's use of the wall mounted boards for chalking and inclusion of mark making resources such as sticky tapes, paper clips and pens in the children's role play scenarios.

The exceptional range of child-initiated and adult-led activities ensure that children's interests and knowledge are continually extended. Staff know the children extremely well and are expert in their understanding of how young children learn and progress. For example, a construction activity encourages children's problem solving as they match numbers to the amount of bricks used. Children are discovering their sense of taste as they try cheese from, for example, Switzerland encouraging them to express their knowledge of language as they say that a mouse must have made the holes in it. They experiment with musical instruments comparing the sound of the rainmaker to a crab running and use their recollection skills to retell the story of Jack and The Beanstalk and Little Red Riding Hood. Children express their creativity by, for example, using glue and sand to make pictures. They watch intently as the glue makes a pattern and hold the paper very gently to shake off any excess sand before carefully carrying it over to the drying rack for safe keeping. Staff also use inspirational and innovative teaching methods to motivate the children. Norman the pre-school puppet makes regular visits to circle time helping the children to, for example, express their feelings through role play scenarios and teaching them about their own safety and when it is right to say No.

Children enjoy their time at the setting and show high levels of independence, curiosity, imagination and concentration. They forge friendships with the staff and each other and their behaviour is excellent. They follow the exceptionally positive role modelling of the staff and learn the expectations in place. For example, they know to look at the number card indicating the amount of children allowed at an activity at any one time and independently fetch a large sand timer to demonstrate that they are waiting for their turn with a toy such as a water wheel. They are also confident if asking staff for support, when their friend momentarily ignores the fact that the sand has run through the timer. They are learning to care and respect others as they sensitively tell their friend that they have sand on their hat and are encouraged to make room for another child who is a little late coming to circle time. They are learning to value items that each other have made by placing their creations on the shelf with a laminated sign which states please respect and listen

to sensitive reminders from staff not to draw on another child's picture.

Children's health and welfare are extremely successfully promoted as the staff take active steps to minimise the spread of infection and develop children's understanding of healthy living. For example, all children show an exceptional understanding of the importance of following good personal hygiene routines as they automatically wash their hands after messy play and before snack. Their independence is promoted as they help prepare snack. They clean the table, gather the home grown lettuce from the pre-school garden and cut up the carrot ready to eat. They count how many chairs are needed around the table and enthusiastically ring the bell alerting their friends to the fact that snack is ready. They pour their own drinks and take great delight in the fact that their suggestion of Houmous has been provided by the staff and liked by the other children present. Children become aware of their own physical needs as they participate in mini gym sessions where they enjoy the child-sized treadmill and exercise bike or take a rest in the curtained quiet area with books to read and cushions enabling them sit comfortably. They know to wear their sun hats in the summer weather and are reassured that they can still play outside if it rains by borrowing the pre-schools range of coats, hats and Wellington boots. Children are also made extremely aware of their own safety and that of their friends. They learn to use knives correctly when helping to prepare snack and are becoming spatially aware as they use the outside resources in an appropriate manner.

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	1

The quality of the provision in the Early Years Foundation Stage

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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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