

# Great Finborough & Buxhall Under 5's

Inspection report for early years provision

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251497

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17/05/2011

**Inspector**

Sarah Johnson

**Setting address**

Pettiward Hall, High Road, Great Finborough, Stowmarket,  
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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**

Great Finborough and Buxhall Under 5's registered in 1982. It is a registered charity and is managed by a voluntary management committee. It operates from rooms within Pettward Hall in the village of Great Finborough, Suffolk. Children have access to an enclosed outdoor play area. The pre-school opens on Monday, Tuesday, Wednesday and Thursday from 9.15am to 3pm and on Friday from 9.15am to 12.30pm. Sessions run during term time only. The pre-school serves the local villages and some children attend from the nearby town of Stowmarket.

The provision is registered on the Early Years Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 31 children aged from 27 months to five years on roll, some in part-time places. The pre-school is currently supporting a number of children with special educational needs and/or disabilities, and children who have English as an additional language.

There are six members of staff. All staff hold relevant early years qualifications to at least Level 3. The pre-school provides funded early education for three and four year olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make very good progress in their learning and development. Their welfare needs are well met and arrangements to keep children safe are highly effective. Staff demonstrate unquestionable commitment to sharing information with parents and carers and work closely in partnership with other organisations such as the local primary school. This promotes continuity in learning and good progression for all children, including children with special educational needs and/or disabilities. The leadership and management of the setting is strong and the staff team are committed to taking steps to build on the quality of the early years provision.

## **What steps need to be taken to improve provision further?**

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

- update the written complaints procedure to include the correct details for contacting Ofsted.

## **The effectiveness of leadership and management of the early years provision**

Staff are completely committed to their role and responsibilities in safeguarding the children in their care. They proactively update their knowledge by attending training courses and continually review their safeguarding policy to embrace new guidance. For example, a new procedure was introduced to ensure the safe use of

mobile phones and cameras within the setting. There is a robust system in place with regard to the recruitment of staff and as a result, children are cared for by safe and suitable adults. For example, the management committee maintains clear records of the enhanced Criminal Records Bureau disclosures that are completed for each member of staff. Children's safety within the setting is of paramount importance to the staff. They complete robust daily and annual risk assessments to ensure potential hazards are quickly minimised and high levels of security are maintained. A good range of documentation and records are kept to inform good practice at the setting. Although these are generally kept up-to-date, the written procedure for dealing with complaints includes inaccurate information for parents in relation to the contact details for Ofsted. The pre-school environment is very clean, child-friendly and welcoming to all. It offers an extensive range of high quality indoor and outdoor toys to promote children's learning and development. This includes specialist equipment and resources such as access ramps and visual timetables which are provided to meet children's specific individual needs.

Parents and carers are extremely well informed about the pre-school and have easy access to all policies and procedures. An excellent induction procedure for new children and parents enables each child's key person to become fully informed about every aspect of a child's needs before they start attending the setting. This helps to ensure that staff can help children to settle in quickly and develop a strong sense of belonging. From here, ongoing communication is actively promoted as parents are fully involved in the two-way sharing of information about their child's learning and development. This includes rich opportunities to contribute to their children's Learning Journey records and to join sessions to share their expertise with the children. For example, children delight in listening to a parent playing the cello. The staff show commitment to identifying any child's need for additional support by actively sharing information with parents and inter-agency teams. As a result, outcomes for children with special educational needs and/or disabilities are good and staff take effective steps to ensure children receive the direct support they need to be fully included and make progress within the setting. Partnerships with other early years providers and agencies are also very secure. Links with the local primary school are particularly strong and promoted through the sharing of learning journey records with the reception teacher and regular visits with the children to the school. As a result, children make a smooth transition when it is time for them to move on to full-time school.

The management committee communicates high expectations for the quality of the pre-school. As a result, morale amongst the staff is strong and they work very well together as a cohesive and experienced team. Staff show they are keen to develop the provision as they each have some involvement in the self-evaluation process. This ensures there is an accurate diagnosis of the strengths of the early years provision and that actions are well-chosen to bring about further improvement. For example, recent plans have focused on increasing the range of resources to promote skills in information and communication technology, and the successful use of the Every Child a Talker audit tools has improved opportunities to support children's language development.

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

Staff create a very warm, friendly and inclusive environment for all children. An effective key person system ensures that each child forms a close relationship with a special adult who is able to support them closely and meet their individual needs. Staff skilfully observe and assess the children's progress, making a note of any significant developmental needs and achievements. Short written observations, examples of children's work and photographs are beautifully presented in a Learning Journey for each child. The planning of weekly activities is linked well to the six areas of learning and ensures children benefit from a good balance of child-initiated and adult-led activities. Children enjoy making choices and leading their own play which is promoted through the careful arrangement of furniture and storage of resources at the children's height. For example, children confidently help themselves to small brooms and begin to sweep the sand in the outdoor area, whilst others easily locate their favourite puzzles from drawers.

Children are developing strong skills in communication, language and literacy as they practise their listening skills during small group activities and share books. An excellent range of story props encourage children's full involvement in group story times and ensure their understanding of the text is maximised. The staff are particularly effective in promoting the communication needs of children and parents who speak English as an additional language. For example, staff take time to gather key words and phrases in children's home languages and value parent's expertise by asking them to write labels for everyday objects in the Polish language. Creative activities are planned to stimulate children's senses as they explore paint which is mixed with cinnamon and ginger, and relate the smell to that of Christmas cake. Children, particularly the boys in the group, enjoy getting out in to the outdoor space. Here they enjoy writing on the chalkboards and washing socks before purposefully hanging them to dry on the washing line. Staff extend younger children's learning as they prompt them to sort the matching socks into pairs and to compare their different sizes.

Children establish positive relationships with their peers and play co-operatively together. They demonstrate a strong ability to control their own behaviour as they use an egg timer to manage their turn taking with popular toys. Consistent praise from staff ensures that all children develop high levels of self-esteem and they are encouraged to behave well. Children engage in activities where they develop an awareness of differences in people and the wider world. For example, their small world play includes resources that reflect diversity such as dolls from different cultures and mobility aids such as a wheelchair. A good range of festivals and celebrations are covered in the planning, for example, children get involved in traditional dragon dances during Chinese New Year.

The setting actively promotes aspects of a healthy lifestyle with the children. Effective hygiene procedures ensure children stay clean and in good health. For example, children understand the importance of washing their hands before they have a snack and remind others that they should not eat raisins after they have been on the floor. Snack time is a positive social occasion where children happily

consume the healthy snacks they bring from home and talk about how the fruit will make them to 'grow big and strong'. They extend their understanding further as they have practical opportunities to grow peas and courgette plants and enjoy tasting a range of exotic fruits such as pineapples and kiwi fruits. Physical activity and exercise is well-promoted by staff who are specifically trained in this area. Children relish opportunities to go into the large hall where they run around more freely in the larger space and enjoy team games together. Regular practises of the emergency evacuation procedure help children to purposefully learn how to keep themselves safe. An informative visit from a parent, who talks to them about his work as a Police Officer, inspires children to think about important safety issues such as road safety and staying safe around people they do not know.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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