

Belton Pre-School

Inspection report for early years provision

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Inspector	Patricia King

Setting address	Old School House, 21 Church Street, Belton in Rutland, Oakham, Rutland, LE15 9JU
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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

Belton Pre-School was established in 1971. It operates from the former village school in the village of Belton-in-Rutland, close to the border of Leicestershire. Children attend the surrounding villages. The pre-school is managed by a voluntary management committee. Opening hours are 9.15am until 12.15pm every weekday and from 12.15pm until 3.15pm on Tuesday, Wednesday and Thursday.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children aged from two to under eight years may attend at any one time there are currently 43 children on roll in the early years age group. The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently eight members of staff working with the children, six of whom hold an appropriate early years qualification. The setting receives support from the local authority and has links with local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy, settled and confident because the staff take great care to establish all available information about them and their individual care, learning and development needs. Excellent partnerships between providers, parents and other agencies ensure that all individual needs are met, children are fully enabled to participate and they are effectively safeguarded. The environment and daily routines are organised to provide innovative and challenging opportunities for children make good progress in their learning and development in relation to their starting points and capabilities. Highly efficient systems to monitor and evaluate the setting's performance secure a genuine capacity to maintain development.

What steps need to be taken to improve provision further?

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

- drawing on the excellent range of improvement tools, continue to plan, organise and evaluate performance to ensure that every child receives an enjoyable and challenging learning and developmental experience that is tailored to meet their individual needs.

The effectiveness of leadership and management of the early years provision

The manager is experienced, well qualified and an inspiring role model. She leads a team of knowledgeable, enthusiastic staff who are committed to a common aim

of promoting children's welfare and ensuring they maximise every opportunity to support children's learning across all areas of the curriculum. Together they continually reflect and review their practice and the services provided, maintaining a consistent capacity for future development. All recommendations made at the previous inspection have been addressed. Robust recruitment, vetting, induction and appraisal systems ensure that all adults working with children are well prepared and suitable for their work. This results in a cohesive, dedicated staff group committed to achieving excellent outcomes for the welfare and learning of all children attending the setting.

A comprehensive and detailed range of operational policies and procedures are in place and regularly reviewed to ensure they are up-to-date and efficient. Staff demonstrate secure understanding of these documents and know how to use them effectively to safeguard children. Excellent communication and information sharing with parents ensure they have clear understanding of the operational and regulatory responsibilities of the setting and the services provided to children and their families. In discussion and through feedback questionnaires, parents express their praise and appreciation of the setting and key persons. Their comments inform they feel totally included and involved in every aspect of their child's care, development and learning. Every effort is made to work with all agencies involved in the children's care and welfare and positive partnerships are established to enable every child to fully participate and benefit from their time at the setting.

Safety is of paramount importance in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. The provider has created a vibrant, exciting and challenging environment where children enjoy innovative opportunities to learn through their play and experiences. Consequently, children are inspired to achieve well and make excellent progress.

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

Children enter this setting with anticipation and enthusiasm, eager to explore and take part in the extensive range of innovative and stimulating opportunities offered to them each day. Staff pay careful attention to children's interests and suggestions and use these imaginatively to encourage child-led activities. For example, after noticing gathering storm clouds, children decided to make ear protectors in anticipation of thunder. Children are encouraged to explore and investigate the exceedingly well-planned and resourced outdoor area, seeking out creatures and plants to examine closely. In this way staff skilfully capture the children's interest and imagination to support and extend their learning. They know when to intervene and when to stand back, which means children develop confidence to explore or seek help when they need to. Staff are exceedingly skilful at capturing such spontaneous opportunities to promote learning and use such events effectively to observe and assess children absorbed in their play.

The indoor and outdoor environments abound with excellent planned and spontaneous activities to promote learning. Staff demonstrate extensive knowledge and understanding of the Early Years Foundation Stage as they plan and organise

the routines efficiently to include all areas of learning in the two environments. This promotes children's physical health and well-being as they play and learn in the fresh air daily.

Children proudly display and talk about their work and achievements and the setting abounds with examples of their activities and adventures. This means children develop a real sense of belonging and self-esteem, which positively promotes their development. Parents and families are welcome visitors to share their knowledge, skills and talents, for example, reading a story in their home language or teaching the children to make bread.

Children's sustained involvement and interest in activities creates a harmonious, happy environment. Children are confident to choose activities independently, seek support, or listen to a favourite story which they enjoy sharing and adding their own comments to. They enthusiastically contribute to a scarecrow story, volunteering their individual experience and knowledge. This promotes children's personal, social and emotional development as they practise literacy and communication skills.

Children are encouraged to explore, learn about the natural world, how things grow and the world around them, and have hands-on opportunities to plant and cultivate vegetable and fruit crops at the setting. They are learning to show concern and care for others as they develop friendships, help each other and raise funds for others less fortunate in their community and the wider world. Children's knowledge and understanding of the world is well promoted because differences are recognised and valued. For example, significant events are celebrated, staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices.

Robust systems are in place to observe, check, secure and record children's learning, which means that planning is effectively informed to identify and promote next steps. This setting effectively recognises the uniqueness of each child and supports every child so that no individual is disadvantaged. This means children have positive and enthusiastic attitudes towards learning and make excellent progress according to their starting points and capabilities.

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

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

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