

Ewelme Village Pre-School

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique reference number | 134493 |
| Inspection date | 27/05/2011 |
| Inspector | Jan Leo |
| Setting address | Ewelme Village Hall, High Street, Ewelme, WALLINGFORD, Oxfordshire, OX10 6HQ |
| Telephone number | 01491 835413 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Ewelme Village Pre-School is a committee run provision that opened in 1970 and operates from the village hall in Ewelme near Benson in Oxfordshire. The group have use of a designated pre-school room, the main hall, bathrooms and a kitchen. The children have supervised access to a secure outdoor play area.

The Pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates during term-time only and is open each weekday from 09.15am until 2.45pm on Tuesdays, Wednesdays, and Thursdays, 9.15am until 1.15pm on Mondays and 9.15am until 12.15pm on Fridays. In addition, the setting sometimes operates a Monday afternoon session from 12.15pm until 2.45pm. A maximum of 24 children in the early years age group may attend the pre-school at any one time. There are currently 34 children on roll, of whom 19 three and four year olds receive funding for free early education. The group offers support for children who have learning difficulties and/or disabilities and for those who speak English is an additional language.

There are six staff who work with the children and all hold a recognised childcare qualification at level 2 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a busy and effective pre-school where diversity is valued and equality is promoted to help children become high achievers. Resources are very well deployed to stimulate enthusiasm and the staff form a dedicated and effective team to equip children with skills for future life. Most aspects of health and safety are well met but risk assessment records are fragmented, reducing their value in supporting safe practice. The staff form very good relationships with parents and children, and links to share welfare issues with children's other carers are strong. The staff undertake training to stay up to date and develop their own skills further. They have robust systems in place to evaluate their service and clear aims to help drive improvement. Their dedication is evident, but some staff take a negative approach to behaviour management and do not consistently help children understand the consequences of their actions.

What steps need to be taken to improve provision further?

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

- consistently give children a reason for doing things to help them understand the consequence of their actions
- consolidate risk assessment records to increase their value in monitoring and

maintaining safety.

The effectiveness of leadership and management of the early years provision

The staff have a very secure understanding of child protection issues and their responsibility to safeguard children from harm, having completed recent training to secure their knowledge. All staff help take responsibility for safety by teaching the children how to play safely and carrying out daily safety checks to remove hazards before children arrive. All of the risk assessment details are in place as required by regulation but are currently held in a number of different documents, making it difficult to review hazards and monitor effectiveness. The staff supervise children closely to build bonds and help them to feel safe. Strong partnerships exist with parents and other carers when care is shared, helping consistency and enhancing each child's day. Whilst parents hear all about their children's progress and specific aims to work towards, their aims and achievements are not routinely shared with children's other carers to aid consistency and maximise their learning opportunities.

The staff work hard to promote equality to build children's self-esteem. They share themselves fairly, address children by name, treat all with respect and allow children to lead the day. As a result, the children are extremely confident, capable, and enthusiastic. The resources are very well used to promote learning through both free play and adult led activities. They suit the age and interests of the children and inspire participation. The staff expect high standards and they generally get them. All children know how to behave but, whilst behaviour is generally very good, some choose to test the boundaries and challenge staff's skills in behaviour management. Some staff have attended training to promoting positive behaviour with ease while others maintain control by taking a negative approach which is less effective and often needs repeating.

The children follow a very varied day which includes activities to encourage a sense of community and help develop useful skills for the future. The children demonstrate a good understanding of numbers, a love of books, an ability to use technological equipment and genuine concern for others.

The staff successfully evaluate their service by implementing well developed monitoring systems covering all aspects of the setting. They make good use of a suggestion box, parental questionnaires and communication book to supplement verbal discussions and everyone's ideas are valued. The staff are very approachable and welcome parent helpers to give them a better insight into how the setting operates and what their children do. The setting is supported by a committee of parents and all work well together to make sure the pre-school continues to meet the needs of the children who attend.

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

The children arrive happily and separate easily from their parents. They rapidly join with friends at their chosen activity and most remain productively occupied throughout the day. Some busy themselves at "Wendy's Desk" in the "Bob the Builder Yard" home corner, writing notes of the customer's needs as they talk on the phone. Others dress up to join table-top activities, feeling that beads or a police helmet finish off their outfit. The staff position themselves very effectively to oversee all areas and support children where ever they play. One sits at the mark making table but quickly re-deploys herself when there are no takers, making very good use of her time by joining children at the sand tray to develop their ideas.

The children concentrate hard to make a bee from a range of materials, colouring the body, positioning the eyes and attaching the wings carefully to develop control over their movements. They learn how to use a sticky tape dispenser safely without cutting their fingers, with staff demonstrating first and talking through the process as the children have a turn. The staff routinely show children what to do before encouraging them to try for themselves and consequently, the children are very independent and confident.

Some children choose what equipment to have out and help by placing the resource boxes on the floor. One boy offered to help a girl who was struggling and together they shared the load. Another child showed great concern when a friend fell and hurt his knee, offering the football he was playing with to help ease the pain. All have a well developed sense of community and become considerate from an early age.

The staff set clear and individual aims for children to work towards. Some goals are developed through individual work with their key worker while others are achieved by staff joining in children's free play activities. The staff know the children very well and are skilled in linking learning and reinforcing knowledge within play. For example, they talk about the shape, length and position of pieces of train track, questioning children to challenge their thinking and reasoning. They consistently use numbers in a relevant context and repeat things to reinforce understanding.

The children sustain their interest for the majority of the day and staff keep their plans flexible in order to adapt should interest wane. The staff observe what children do in order to monitor their participation and progress and they identify next steps to ensure challenges are appropriate. As a result, the planning is varied and very effective. It is implemented well and is successful in helping children make good progress.

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 | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

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 | 2 |
| 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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