

Flore Pre-School

Inspection report for early years provision

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Inspector	Karen Millerchip
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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

Flore Pre-school is a committee managed provision. It opened in the 1960s and operates from the Millennium hall in the village of Flore, between Daventry and Northampton. The pre-school serves the local community and surrounding villages. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open term time only, on Wednesdays, Mondays and Thursdays, from 9.15am to 1.15pm and Friday 9.15 am to 2.15 pm, closed on Tuesdays. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years register and provides funded places. There are currently 31 children aged from two years six months to five years on roll. The pre-school has systems in place to support children with special educational needs and/or disabilities and for whom English is an additional language.

The pre-school employs eight staff and a volunteer. Of these, one is working towards a level 5 qualification and three hold a level 3 qualification. The setting receives support from an Advisory Teacher and also benefits from involvement of specialist practitioners such as a music teacher and the local Reverend. They are members of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this stimulating, well resourced, child-friendly environment where all are valued and included. As a result, children are making very good progress in their development and learning. Staff are enthusiastic, work well as a team and have a good understanding of the Early Years Foundation Stage framework. In the main, policies and procedures are accurate but some risk assessments require attention. Excellent partnerships have been formed with parents and other agencies to ensure continuity of care for the children. Effective systems for the self-evaluation of practice identify achievable areas for development and the setting's commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the environment to further promote mathematical concepts
- ensure risk assessments are implemented to include anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Priority is given to safeguarding and protecting children. All staff have a good understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Criminal Records Bureau checks are in place for all staff and volunteers to ensure their suitability to work with children. Effective recruitment and vetting procedures are in place, together with induction procedures for new staff, parent helpers and students. Risk assessments are completed and reviewed yearly. Daily safety checks are in place and generally cover most aspects of the environment. However, not all identified risks have been assessed, which could impact on children's safety. Staff routinely verify the identity of all visitors and have robust procedures in place for the safe arrival and collection of children. The learning environment is well organised, allowing children to move safely and independently around the discreet learning areas. An excellent range of high quality resources are provided and fully support children's learning and development. Staff ratios are high and staff are deployed very effectively to ensure that children are well supported and supervised safely at all times. All required documentation and records are efficiently maintained and parents and staff are made aware of the comprehensive range of policies and procedures which are regularly reviewed and updated.

Children make extremely good progress and staff are knowledgeable and committed to making a difference to children's learning. Staff continually access training and use their knowledge very effectively to ensure continual improvement. For example, all aspects of the provision are evaluated which results in clearly defined action plans aimed to consistently improve the care provided. The majority of staff have early years qualifications and the staff team meet regularly to cascade any new information they have acquired. Annual appraisals enable individuals to identify their own needs and share ideas to improve the service.

Excellent partnerships have been formed with other professionals involved in the children's lives which ensure continuity of care and coherence of information. Staff enjoy extremely good working relationships with parents and effective communication systems are in place. Key persons are effectively assigned to individual children to ensure their needs are met, to monitor their development and to form strong relationships with parents. Parents are continually kept well informed about the provision through newsletters, parents boards, open days and daily verbal communications. Questionnaires provide opportunity for all parents to share their views and put forward any ideas they may have to enhance the service further, for example, the organisation of snack time. Parents are extremely complimentary about the excellent support given by staff and the systems used to share information about their child's individual progress. Staff obtain detailed information about each child's needs when they start which enables staff to plan effectively for their individual needs. Parent consultations encourage this further and parents are actively involved in the day-to-day running of the group and volunteer to help when needed. Staff have established effective links with the local early years department, the local school and the area special needs coordinators so children's needs are further supported. Each child that attends a secondary

Early Years Foundation Stage provision has a communication book that is used to successfully promote their learning, development and welfare.

Staff consistently provide an inclusive, welcoming environment where equality and diversity is consistently promoted and supported by effective policies and procedures. Children learn about diversity and the wider world through planned activities linked to the nationality of children within the group, resources and cultural celebrations that take place. The staff have an excellent knowledge of the children's needs and any additional support is identified, sought and monitored. Support for children with special educational needs and/or disabilities are well-founded.

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

Children are extremely settled and relaxed and make great progress in their learning due to the high levels of support, care and attention. They confidently approach adults for support or comfort, showing that they feel safe and secure and excellent relationships have been formed. Children follow good hygiene practices and that they understand the importance of washing their hands after using the bathroom, before eating and after playing in the garden. They enjoy a wide variety of nutritious snacks including fruit, vegetables, cheese and sandwiches and older children are actively involved in choosing and serving their preferred items. Younger children are supported by staff to develop their independence in self-help skills during snack time. Children understand the need to drink regularly to stay hydrated and freely access water or milk when thirsty.

Children's safety is promoted effectively and staff use daily experiences so they develop a good awareness of how to stay safe, for example, not running when indoors, correct use of the climbing frame and ensuring water stays in the water tray. Excellent systems are in place to ensure the safety of staff and children at all times and effective risk assessments ensure children's safety both inside and outside. Access into the setting is via a member of staff and all visitors are asked to provide personal identification before entering. Children develop confidence and awareness in an emergency as they regularly practise evacuation procedures and talk about road safety and stranger danger when out.

Children's behaviour is excellent and staff are good role models. All within the setting treat each other with respect and kindness and children learn to share and take turns. Children show very good manners and politely ask staff for help, for example, when putting on 'wet play' aprons, accessing umbrellas or at snack time. At tidy-up time the whole group respond enthusiastically and children can be seen working together to complete their tasks. Children are self-motivated and actively occupy themselves. They show good levels of concentration as they build intricate models, complete activities and use the computer. Photographs reflect their time within the setting and are shared with parents, encouraging them to recall the things they have been involved in and to share their experiences. Children are encouraged to celebrate their achievements and are proud to talk about why they have a 'flower' on the achievement board. Florrie the bear is taken home by the

children and they use photographs to show the exciting times they experience and then recall these events to the group. This promotes children's confidence and self-esteem and helps develop valuable skills for the future. Staff are skilled at assessing each child's level of involvement to ensure they enjoy their experiences. Children enjoy free access to the well-equipped outdoor play area, which reflects the indoor environment as well as providing great opportunities to climb, explore and investigate their surroundings. They happily develop their imagination as they use the play house to recall life experiences and explain about mini-beasts as they dig in the garden. They learn about healthy lifestyles through daily exercise as staff explain about how their body changes as they exercise and the food that keeps them healthy as they choose from a range of nutritious snacks. They grow fruit and vegetables within the garden and eventually harvest and eat the produce.

Children are introduced to number when adult-led activities take place. They enjoy counting songs and eagerly become involved in action rhymes. However, visual aids to promote the different aspects of numeracy are not as apparent, therefore, children may not progress as quickly in this area of development as they do in others. They access a computer and are developing skills to operate the keyboard and mouse to independently play educational games.

Resource boxes are stored at low level and are clearly labelled. This provides children with sound opportunities to independently select the resources they want as they initiate their own play and learning. They continually develop responsibility during the day as they are encouraged to pack away the toys and activities after they have finished playing. Children are consistently occupied and involved and the staff provide a fun and exciting environment in which children develop skills that will support them in the future.

Children are making excellent progress in their learning as staff have a very good understanding of how children learn and extend and develop their learning through play. Comprehensive observations and assessments of children's learning enable them to plan effectively and in detail for each child's individual needs and future learning. Children's achievement records are available to parents at all times and key dates within the year are planned for more formal consultations with children's key workers. Therefore, they are kept up-to-date and involved in their child's learning.

Children are confident and self-assured. They show a good understanding of letter sound links as they carefully listen to and identify the initial sounds in words. Many children are able to recognise a wide range of the alphabet and confidently attempt to write their name. Children are confident communicators, talking to adults with ease, sharing what they know and showing inquisitiveness, demonstrating a trust in adults to share their enthusiasm and meet their needs.

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	2
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

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