

# Courtfields Community Pre-School

Inspection report for early years provision

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**Unique reference number**

143057

**Inspection date**

17/05/2011

**Inspector**

Sue Hall

**Setting address**

Court Fields Community School, Mantle Street, Wellington,  
Somerset, TA21 8SW

**Telephone number**

01823 662 049

**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*.

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

Courtfields Community Pre-School operates from rooms within Courtfields Community School in the town of Wellington, Somerset. Children attend from the local community and also from rural villages in the area. They also have access to three enclosed outside areas. The pre-school may care for no more than 18 children from two years to the end of the early years age group at any one time. There are currently 34 children on roll, 25 of whom receive funding for nursery education. The pre-school is open for five morning sessions from 9.15am to 11.45am and four afternoon sessions each week from 12.45pm to 3.15pm. They are closed on Friday afternoons. Children may attend for one session or all day. A lunch club operates from 11.45am to 12.45pm. The group welcomes children with special educational needs and/or disabilities. There are currently no children who speak English as an additional language but the group would be happy to welcome these children. There are five members of staff who work directly with the children all of whom hold appropriate early years qualifications. The pre-school is managed by a voluntary committee of parents who employ an administrator. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of provision is good and has been maintained since the previous inspection. Staff are very experienced in working with children of this age and ensure all aspects of their learning and care receive good attention. Children behave well and all are fully included in a range of interesting and well-organised activities. Parents and carers recognize that their children are keen to attend the pre-school and achieve well. The group shares a good knowledge of the strengths of the setting, identifies areas for further improvement and demonstrates a good 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:

- extend the use of labels and key words on displays and around the learning areas to extend the children's early knowledge of phonic patterns and words.
- ensure that the guidance in all policies is reviewed in detail and dated accordingly, to provide an ongoing review of practice.

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

Children's safety is protected well because staff share a good understanding of safeguarding and child-protection requirements. They implement a comprehensive

range of policies and procedures, including careful checks of who enters and leaves the premises. Daily risk assessments are carried out indoors and outdoors to ensure safe working practices. Children have access to a range of resources and whilst some are well used, they are safe and suitable for their age. There are careful procedures in place for the recruitment and vetting of staff. Fire drills are practised regularly and staff ensure that the children are fully familiar with procedures within the secondary school site.

Children make good progress towards the early learning goals because the group is well-led and managed. The long-serving staff team work closely together and have a good understanding of how young children learn. All staff have appropriate and relevant qualifications and work to improve their skills by following further training courses. In daily discussions, staff identify what the children enjoy and do well and areas that need further individual or group attention. Good progress has been made in addressing the issues identified in the previous inspection. For example, the contents of first-aid boxes are carefully checked, there is no access to adult toilets and adjoining storage area and emergency evacuation drills have been reviewed.

Self-evaluation procedures are well established and form a useful vehicle for staff to consider their practice and identify further targets for improvement. For example, while there is only limited use of computers, staff are aware of this as an area for improvement and make good use of digital cameras and other technological aids to support learning. There are annual checks of policies and procedures that inform day-to-day practice. However, many policies have not been updated for some while and contain out of date references or are rather limited in providing a clear framework and guidance to support ongoing evaluation of practice. Staff actively promote equality of opportunity and ensure all children, including those with additional needs, are integrated fully into activities. Staff liaise well with outside agencies, as seen during the inspection when a local authority special educational needs advisor visited the group to observe and make recommendations regarding how best to meet the individual needs of children.

Partnerships with parents and carers are good. All of those spoken to during the inspection were unanimous in their praise for the setting, noting how happy their children are to attend. Most say their children particularly enjoy cooking and outdoor sessions. Some parents and carers noted that the good number of adult helpers ensures there are plenty of opportunities to communicate with others and that children's speaking and listening skills have much improved. Policies and procedures are readily available to parents and carers, and there are annual surveys to identify what could be improved. While there is only a relatively limited number of newsletters, information is available through regular interaction at the start and end of sessions and a 'Home- Link' book that encourages regular contact.

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

Children make good progress in all areas of their development. They are willing learners because they not only enjoy adult-led activities but also those they choose themselves which helps build their self-confidence. At the beginning of sessions, they come into the main area and immediately become involved in activities involving building sets and using equipment that links together. They improve their problem solving and physical skills by placing sections of a jigsaw together while discussing which part of the horse or clowns body is placed where. They enjoy using craft materials and demonstrate how they are improving their scissor skills with patient adult support.

Children enjoy healthy snacks and know that fresh water and milk are good for them. They know it is important to keep things clean and recognize why the tables are regularly wiped. Most use the toilet and wash their hands unaided. They enjoy the social occasion of eating their packed lunches together and visiting the class café at snack time.

Children are well behaved and understand the need to take turns and listen to others. They develop close relationships with those they work with. Children who have a minor accident are supported by staff with a hug and cold compress so that the incident is soon forgotten. Such incidents illustrate that staff are well briefed on what procedures are appropriate, including to inform parents and carers. Children make pictures of pirates treasure and colour in adult-drawn parrots as part of their letters and sounds (phonic) work on letter 'p'. However, while children's work is displayed throughout the indoor area, displays lack vibrancy and do not sufficiently include labels or text to interest the children more in phonics and word recognition.

Children have good opportunities to play in the adjoining outdoor area and like using trikes and scooters. They learn to manoeuvre these in the fairly small area, with a good understanding of the need to avoid others playing on the mat areas or with the sand. Staff interact with the children well and encourage them to describe what they are doing, how they feel and identify what they can do next. The children have opportunities to use the small but well-fenced pond area to observe the development of tadpoles and frogs.

Planning is securely based on the areas of learning for children of this age. The previous inspection identified a need to extend the recording of children's progress. Records now illustrate that there are good assessment routines and staff use information to plan the next steps for learning. Children know that when certain music plays it means time to pack up and several readily help with putting away the equipment they have used. Children make a positive contribution to their community by taking on small responsibilities within the group and by being involved in fund raising and charity activities. They learn more about the world around them and the wider world when for instance celebrating the royal wedding. Children learn about other cultures including through the use of pictorial resources and a good selection of story books. Their good progress and enjoyment at pre-

school stands them in good stead for transition to the next stage of their education.

## 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	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

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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	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

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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