

# Stanton Drew and Pensford Pre-School

Inspection report for early years provision

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**Unique reference number**

133082

**Inspection date**

06/06/2011

**Inspector**

Barbara Walters

**Setting address**

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4EL

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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**

Stanton Drew and Pensford Pre-School is a well established committee run group that has been running for almost 40 years. It is situated in the centre of Stanton Drew village and operates from the village hall. Children have access to the large hall, kitchen, toilets and secure outside play space. The group opens Monday, Tuesday and Friday from 9.30am until 1pm, and on a Wednesday and Thursday from 9.30am to 2.30pm, during term times.

This provision is registered by Ofsted on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. A maximum of 24 children from two to five years may attend the pre-school at any one time. There are currently 31 children on roll who attend for a variety of sessions. Children aged three and four years are funded for early education. The preschool supports children with special educational needs and/or disabilities.

The pre-school employs four members of staff. Of these, three members of staff have appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children's needs are met effectively as staff ensure they are happy, relaxed and feel safe and secure. Children's progress is good and they make significant gains in their learning and development. The assessment system lacks detail to ensure consistency from all staff in supporting children's next steps in their learning. Staff relationships with parents and carers are efficient in sharing good information and ensuring each child's needs are met. A key strength of the setting is their commitment to ongoing systems to review and evaluate their practice and strive towards constant improvements for the benefit of the children.

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

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

- develop the use of observation and assessment to impact more effectively on planning and the next steps in children's progress

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

The pre-school is well managed by a knowledgeable and committed team who have a clear vision of the experiences they wish to offer children. The use of self-evaluation that is influenced by staff and parents is an effective tool in identifying

strengths and areas for improvement. The pre-school has worked very hard since the last inspection and taken effective steps to tackle identified weakness and improve outcomes for children. For example, they have introduced free flow play into the setting and developed the outdoor play area. Staff have a good knowledge of safeguarding children and have a high regard for safety issues. For example, a careful daily check of the premises is conducted by all staff to make sure they have continuous awareness of any potential risks that children may come into contact with. The designated member of staff has attended child protection training, using the knowledge gained to ensure that children's well-being is further supported. Staff are confident in their responsibilities in protecting children and the child protection policy supports them in their understanding of the procedures to follow if there is a concern about the welfare of any child. Clear procedures are maintained to ensure the suitability of staff to work with children. For example, all staff and committee members are checked. Children achieve well when playing in the welcoming, child-friendly environment, which staff use effectively to maximise play opportunities and meet children's needs. A stimulating outdoor play area offers a range of exciting activities that support children's learning and development effectively. Quality toys and resources are laid out on offer for children to self-select, which supports their independence. Staff have a highly positive relationship with parents and carers ensuring each child's needs are met. The pre-school regularly asks parents for their views, which are used to influence decisions about the setting. For example, following comments from parents, the setting has introduced a display showing the activities planned for the day and what the children are learning from them. Parents report that staff are approachable, and children enjoy attending the pre-school and grow in confidence. Parents and carers are kept well informed about their children's achievements and development. For example, the pre-school blog has weekly updates to help keep parents informed of the activities planned for the children. Staff are aware of the importance of forging links with other early years settings that children attend and where necessary have involved other agencies for guidance and support. Staff have developed thoughtful links with the local primary school to help children in their transition to school. Good relationships ensure appropriate information is exchanged to support children's achievement and well-being. Staff promote inclusive practice as they have a good understanding of each child's backgrounds and needs. They have identified that some groups of children need to be considered when planning activities. For example, superhero comics are displayed to encourage the boys to read for enjoyment. Children begin to know about their own cultures and those of others through the use of activities and resources such as books and displayed pictures, which support children's understanding of cultural diversity.

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

Children are motivated and make good progress in their learning. They independently access a good variety of toys and activities that are well organised for children's self-selection. Children benefit from free-flow play in the inviting outdoor play area which offers them freedom to explore in different ways and

access a wide range of activities to support their learning. For example, children can follow the life cycle of a frog and explore digging and growing their own fruit and vegetables. Thoughtful labels encourage the children to explore the texture of the plants and search for bugs and snails which they study closely with a magnifying glass. Children are creative when developing their imaginary play with simple resources such as boxes that they use to support their games. Staff are skilled at interacting with children and encouraging their play. For example, children choose to make a hand puppet and confidently express their ideas and experiences and discuss with the staff who they want the puppet to be. Good explanations from staff help children to use the scissors carefully to avoid accidents. Children's listening skills are good. They take turns and explore how the animals move in the jungle and touch their toes, stretch up and jump when playing 'Simon Says'. Gentle explanations from staff help children to consider each other. For example, children are encouraged to use their listening ears and to step to one side so all can play the game when children become over eager. Children begin to use numbers in everyday situations. They count confidently and enjoy singing number rhymes with their friends. Children benefit from a comfortable book corner and they use books for pleasure, asking staff to read to them during free play. Staff know the children sufficiently well to be able to move them on in their learning and help them to make good progress. Staff make clear observations of children's achievements, although these don't fully identify each child's learning priorities to enable staff to consistently support individual children in the next steps in their learning. Children begin to learn about healthy eating through discussions with staff on the foods which are good for them. Meal-times are sociable occasions when children sit comfortably together. Children have a choice of attractively presented snacks, which helps them develop good eating habits and encourage them to try new tastes. Children are well behaved and respond to the expectations of the setting and show a good awareness of responsibility. For example, they routinely put away their cups without prompting and help staff to prepare the snacks. The constant praise and encouragement from staff help to develop their confidence and self-esteem.

## 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

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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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