

Littleport Community Pre-School

Inspection report for early years provision

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Inspector Janet Keeling

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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

Littleport Community Pre-School opened in 1992 and is managed by a voluntary management committee. It operates from self-contained facilities within Littleport Community Primary school in Littleport, Ely, Cambridgeshire. Children have access to an enclosed, outdoor, play area. The pre-school serves children and families from the local and surrounding areas.

The pre-school is open Monday to Friday from 9am until 3pm during school term times only. A maximum of 26 children from two years to five years may attend at any one time. Currently, there are 66 children on roll, all of whom are within the early years age group. The pre-school is in receipt of funding for early years education. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered by Ofsted on the Early Years Register.

There are six members of staff who work directly with the children. Of these, four hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 2. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this friendly pre-school and make good progress in their learning and development. Their safety and security is promoted well and, as a result, children are settled and feel secure. Practice is inclusive and supports all children to actively participate in activities which meet their individual interests and developmental needs. Staff have developed effective partnerships with parents and other early years professionals, ensuring children's needs are fully supported. The pre-school's developing self-evaluation process ensures it is well placed to secure sustained and continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the process of self-evaluation in order to identify the pre-school's strengths and priorities for development that will improve the quality of provision for all children
- enhance the two way flow of information with parents by maximising opportunities to further engage them in their child's ongoing learning, with particular regard to how they contribute to their child's learning folders.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. They routinely verify the identity of all visitors and implement effective procedures for the safe arrival and collection of children. Risk assessments are completed for the indoor and outdoor learning environments and outings and, as a result, hazards to children are minimised. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed. All required documentation is in place and available for inspection. The environment is very welcoming and provides good opportunities for children to make choices about their own learning and play. Staff are successfully deployed to ensure children are kept safe at all times.

Staff work well as a team, are positive role models and are committed to improving outcomes for children. Systems to monitor and evaluate the pre-school's strengths and areas for development are in place, although these are not regularly updated to provide staff with a complete picture of the pre-school's provision. There is a pro-active and shared vision for inclusive practices, ensuring that every child is fully included and integrated into pre-school life. Regular staff meetings provide valuable opportunities for staff to share good practice and discuss any issues. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. For example, all staff attend first aid and safeguarding children training and some staff have recently attended a 'fun with books' course. Consequently, children's care and well-being are further enhanced.

Parents are warmly welcomed by staff and clearly feel comfortable within the pre-school. The key person system strengthens links with parents and fully promotes children's care and well-being. Parents and carers have access to information about the running of the group and receive a welcome pack before their child starts at the pre-school. The booklet contains information about the Early Years Foundation Stage and the pre-school's policies and procedures. Parents speak very highly of the pre-school's approach to meeting their child's individual needs and say that their children are very happy, settled and enjoy the range of activities that are provided. They also commented on the very approachable, friendly and caring staff. The manager and staff work successfully in partnership with the host school and have developed positive links with the foundation stage teacher. For example, transitional visits are arranged for those children who will be attending the reception class in autumn term. Visits include play and story sessions and a role play teddy bears' picnic. Children benefit hugely from these visits, which enable them to become familiar with their new learning environment.

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

The learning environment is bright, welcoming and child-friendly, with plenty of space for children to move around freely and explore. Children interact very positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. They benefit from the free flow system and they are able to move freely between the indoor and outdoor areas. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the setting information is gathered from parents and used to support children's individual needs. Staff observe the children as they play and use information gained to inform their planning. All children have learning folders which contain information about their learning and progress. These folders are available for parents to see at any time. However, staff do not fully maximise opportunities for parents to contribute to their child's learning folders.

Children make good progress in their learning and development as they engage in a range of stimulating and interesting activities. For example, small groups of children excitedly use brushes and water to paint the wooden fencing and the shed. They talk happily together as they paint and count the eleven balloon shapes on the side of the shed. The children then look on in amazement as the sun dries the water. They learn about their natural environment as they talk about the weather, plant runner beans and hunt for mini beasts. Children also enjoy engaging in 'listen walks' around the school playing fields and collecting leaves for their collage pictures. Their creativity is supported well through a range of accessible resources, such as construction toys, role play equipment, sand, dough, wheat, wood chippings and paint. In the creative area there is great excitement as children explore dough. They knead, roll and cut the dough into shapes using a variety of tools. Children have a love for books as they listen with enjoyment to their favourite stories and share picture books with their friends and staff in the cosy book area. They are also encouraged to use the home book scheme and the 'chatter box sacks', where they can chose a book or sack of toys to take home each week to share with their families.

Children thoroughly enjoy music and movement sessions and engage in physical activities every day. They enjoy singing and action rhymes and are delighted when they sing 'Miss Polly Had a Dolly'. When listening to music about the jungle they enthusiastically act out animal movements, such as hopping like a frog and striding like an elephant. Outdoors, children confidently use magnifying glasses to look for bugs underneath the shredded paper, explore sand and build with large bricks. Their physical skills are very well supported as they confidently negotiate the climbing frame, confidently crawl through a tunnel, skilfully ride bikes and throw balls into the basket ball net. Children benefit from visits to Ely Cathedral and Woodhouse Farm Park. They also benefit hugely as they welcome regular visitors from the local community, such as the dentist who talks to the children about the

care of their teeth and healthy eating and police officers who reinforce children's understanding of stranger danger and road safety.

Children stay healthy as they enjoy a range of healthy snacks and benefit from physical play opportunities each day. They also freely access drinking water throughout the session, ensuring that they remain hydrated. Effective hygiene procedures minimise the risk of cross infection. Children are secure and develop a sense of belonging at the pre-school. They are happy and settled, displaying confidence and self-esteem. Behaviour is good and children respond positively to the boundaries set, such as helping to tidy up. Gentle reminders from staff help children develop a sense of right and wrong. They are encouraged to share, take turns and be kind to each other. They are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. Staff encourage children to keep themselves safe as they discuss the appropriate use of equipment and engage in regular emergency evacuation procedures. Children demonstrate that they are acquiring good skills that will help them in the future and prepare them for their transition from pre-school into school.

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
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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	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