

Niton Pre-school

Inspection report for early years provision

Unique reference number EY281607
Inspection date 06/07/2011
Inspector Sharona Semlali

Setting address Niton CP School, School Lane, Niton, Ventnor, Isle of Wight, PO38 2BP

Telephone number 01983 730985

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*.

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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

Niton Pre School opened in 1994 and is registered on the Early Years, compulsory and voluntary Childcare registers. It operates from two joined mobile units situated within the grounds of Niton County Primary School. The provision serves a wide area. The setting is registered to care for no more than 30 children under eight years of age. There are currently 44 children aged from two to under five years on roll. This includes 12 funded three year olds and six funded four year olds. Children attend for a variety of sessions. The setting currently supports a few children with special educational needs and/or disabilities.

The setting opens five days a week during school term times offering a breakfast club from 8am to 9am for children aged two to 11 years; pre-school sessions from 9am to 3pm for children aged two to under five years and an after school club from 3pm to 6pm for children aged two to 11 years.

The setting employs one full time and seven part time members of staff to work with the children. All staff hold the appropriate early years qualification. The manager holds a National Vocational Qualification (NVQ) at Level 4 in Early Years Care and Education. Three members of staff have the same qualification at a Level 3 and the other three have the same qualification at a Level 2. One member of staff is qualified to degree level and has early years professional status.

The setting receives support from the Early Years Development and Childcare Partnership. The provision has achieved the Local Authority Quality Assurance 'Kite Mark' Accreditation and 'Quality Improvement Framework.'

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is a highly inclusive and welcoming setting that is very effective in meeting the needs of all the children in the Early Years Foundation Stage because children are placed at the heart of all that happens within it. Successful partnerships with parents and carers and the local feeder school ensure that each child's care is special and tailored to meet their individual needs. Highly skilled leadership and management motivate this dedicated and inspirational staff to continually strive for excellence. Rigorous monitoring and searching analysis of what it does well and its development points ensure that priorities are clearly identified and quickly acted on. This demonstrates excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance children's number and calculation skills through using children's interest and problem solving skills.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded. Rigorous and thorough procedures and policies ensure that all adults working with children are suitable to do so. An up to date and comprehensive safeguarding policy is in place. All staff have recently received training on safeguarding, first aid and the Common Assessment Framework (CAF) training so that they can work with other professionals in trying to support children and their families with complex and diverse needs. Extensive risk assessments and regular fire drills identify possible harm to children on all outings and in all indoor and outdoor areas. The emergency evacuation procedure is fully in place in consultation with the fire brigade which was one of the recommendations from the last inspection.

Leadership and management of the setting are exemplary. They are visionary, have high expectations and set high standards in all areas of its work. Staff morale is high with students often returning on a voluntary basis to support the children. Extensive monitoring and self-challenge result in high outcomes by all children. Self-evaluation procedures include the reflections and assessments of the settings strengths and development points coming from the children, parents, staff and the management team. All recommendations since the last inspections are met. In order to achieve this management has also sought the support of the local authority by undertaking a quality improvement framework assessment. A successful working partnership with parents and carers has developed. On the day of the inspection one of the parents said, '...the leaders are on top of everything...' another said, '...as a parent I can be involved as much as I want to be...' Managers have devised an innovative 'promise board' system where the setting writes down the type of support it needs and parents volunteer to take responsibility for following it through. Parents and carers have been instrumental in re-designing, building and equipping the front area of the setting which the children have found fascinating to watch. Regular communication between staff and parents and carers effectively supports children's learning and development. Other successful partnerships are with the local feeder school enabling children to have a smooth and seamless transition. Good links are made with between the setting and the local businesses that often donate resources and services for the children to enjoy.

The setting actively promotes equality of opportunity which is at the centre of all of its work. The staff have an excellent understanding and strong commitment to supporting children with special educational needs and/or disabilities. There are systems in place to ensure that when there are children who have English as an additional language on roll, they are well catered for.

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

The staff make excellent use of all indoor and outdoor space and resources to provide a stimulating and enabling environment for all children. Children's changing interests and diverse needs are fully included in planning and resources.

Children make very rapid progress in most areas of their learning because staff know each individual child's personality and interests well. They meticulously plan, observe and know the next steps needed for all children to reach their full potential. On the day of the inspection most children were fascinated by pirates and their treasures. Staff quickly adapted their planning to incorporate the children's changing interests. Children were highly engaged in making pirate treasures; others made prompts and dressed up as them which took them into their own imaginary worlds developing their language and communication skills through role play.

Staff take them out to exciting places of interest such as some of the different local beaches on the island and visiting the Zoo. The older children are excited about their planned leavers' visit to 'Pepper Pig World' at Paulton's Park which is part of an annual leavers' celebration event. Staff broaden the children's learning experience and knowledge even more by inviting visitors in to share their skills with the children. This includes them having a visitor from a helicopter company and safely watching it land. A grandparent came and showed them his camper van which was linked to their topic on transport. A parent came and shared and read some books in Russian and Turkish. The local librarian visits the children to encourage their interest in books. As a result children are motivated to learn and become more inquisitive to know more about the world around them.

Children have an excellent understanding of a healthy lifestyle. They receive balanced and nutritious snacks and fully understand the importance of good personal hygiene for example they do not need much prompting to wash their hands before eating their snacks and after visiting the toilet. They understand the importance of drinking water regularly and will independently help themselves to a drink. Daily free-flow activities between the indoor and outdoor areas are fully supported and encouraged by staff. This allows children to experience the changing weather and seasons. In order to raise money for a charity, staff encouraged the children to walk for four miles from Shanklin to Sandown, followed by going to the zoo at the end as a treat. This achievement boosted children's confidence and self esteem.

Children explore and show an avid interest in the wider and diverse world around them. Staff ensure that the resources reflect positive images of diversity. This includes having books written in different languages and in duo languages and having dolls from different ethnic backgrounds. Staff are developing children's awareness and knowledge of diversity by sponsoring children abroad including one from Zambia. Staff get the children to fully compare and contrast the differences and similarities to their way of life using the photographs received from them. Also some are learning to count and speak some basic words in Welsh. Staff have successfully addressed the needs of getting boys to enjoy writing in both the indoor and outdoor areas. However, staff find developing children's skill in number and calculation more challenging.

Children have a high level of understanding about keeping themselves safe. Staff plan activities that develop the children's skills and understanding of how to use different tools such as scissors, nails and sandpaper more safely. Children are included in regular evacuation procedures and when asked what to do if there is a fire they said, '...we go to the big school on Telly Tubby Hill...' Behaviour is excellent as children are highly engaged in their chosen activities that sustain their concentration for lengthy periods of time. Children listen to staff, play well

together and respect each other.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

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