

Blackmore Community Pre-School

Inspection report for early years provision

Unique reference number EY417581
Inspection date 08/07/2011
Inspector Patricia Champion

Setting address Village Hall, Nine Ashes Road, Blackmore, INGATESTONE,
Essex, CM4 0QW
Telephone number 07972 810218
Email kay@blackmorepreschool.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Blackmore Community Pre-school is an established pre-school that re-registered in 2010 following changes to the constitution of the committee. The pre-school operates from the main hall and committee room in the rural village hall in Blackmore, Essex. All children share access to a secure, enclosed, outdoor play area. A maximum of 35 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Operating times are from 9.15am until 12.15pm from Monday to Friday with an optional lunch club between 12.15pm and 12.45pm. Afternoon sessions operate on Monday and Thursday from 12.15pm to 3.15pm.

There are currently 48 children aged from two to five years on roll. Children aged three-and four-years-olds receive funding for early education. Children attend for a variety of sessions or full day care. The pre-school serves the local community and wider areas. It supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. The pre-school is registered by Ofsted on the Early Years Register.

The pre-school employs eight staff, of whom all hold appropriate early years qualifications. There are two staff currently working towards higher early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff have an exceptional understanding of all children as individuals, which results in their welfare and learning needs being promoted consistently. Children play and thrive in an extremely well organised and fully inclusive environment where they make excellent progress. The pre-schools excellent partnerships with parents and other early years professionals ensure that any additional support is promptly and expertly provided. Self-evaluation is used effectively to continually monitor and review all areas of the provision, so that the capacity to maintain high standards and plan for further improvement is outstanding.

What steps need to be taken to improve provision further?

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

- reviewing systems for self evaluation and reflective practice and working with new initiatives as they become available to enhance outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are cared for in an extremely welcoming and vibrant environment where safety is of the highest priority. The comprehensive policies and procedures and the essential documentation required for the safe management of the pre-school are consistently reviewed and superbly organised. Highly detailed risk assessments are conducted and recorded for all aspects of the provision, including the premises, equipment, activities and outings. Each day the staff meticulously check that the halls and outdoor area are safe and clean before use. Electrical appliances and fire equipment are regularly checked and the staff are extremely vigilant about the security arrangements. Recruitment procedures promote children's welfare because all staff undergo necessary checks before working with the children. Children are safeguarded because the staff have a secure knowledge and understanding of child protection issues. There are clear procedures in place to ensure that concerns are dealt with efficiently and staff have confidence in their ability to record and refer information when necessary.

All the staff in the pre-school are enthusiastic about their roles and their level of experience, training and qualifications which means that they work with a profound understanding of all relevant working procedures. There is no sense of complacency as they are constantly seeking to make the provision the best it can be, demonstrating their total commitment to the continuous improvement of the pre-school. Staff turn-over is minimal which ensures a very high degree of continuity of care and everyone is highly motivated to continue their training and personal development. The manager and staff team analyse their performance every session. The formal self-evaluation modestly identifies the pre-school's strengths and areas for further development. However, further review of self-evaluation and reflective practice and working with new initiatives as they become available has the potential to extend and enhance outcomes for children even more.

Partnerships with parents and carers are outstanding. Parents say that their children have lots of fun at the setting and that staff are welcoming and caring. They are kept extremely well informed of their children's progress and development through daily exchanges of information. Formal meetings are regularly held where their children's progress is discussed in more depth with key staff. Comprehensive and clear information is shared with parents through informal discussions, newsletters and the notice boards. They are encouraged to become involved in the evaluation of the setting through the questionnaires they receive and staff really value their contributions and ideas. Parents are invited to join outings or take part in special activities with the children, such as creating outfits for the village parade. Partnerships with nearby schools are excellent and the pre-school shares information, such as transition passports very effectively with them, to ensure children enter full-time education with confidence.

The pre-school is highly committed to providing a fully inclusive provision and excels in ensuring that all children's needs are met. Children with special educational needs and/or disabilities and those who speak English as an additional

language are fully involved at the setting. Staff seek advice, support and proactively welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this adaptable environment. Children learn about diversity and equality by informative and educational activities. They enjoy learning about different festivals and celebrations from around the world and actively use resources and artefacts that reflect the different cultures of the children that attend.

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

Children develop exceedingly well and make significant gains in their learning because staff are exceptionally knowledgeable about the Early Years Foundation Stage. They have an expert understanding of how children learn, know each child extremely well and meet with parents consistently to discuss starting points and children's progress. Assessment is meticulous and achievements are systematically recorded and presented in individual learning journals. Staff treat everything as an opportunity to learn. They plan the environment and activities to stimulate children's curiosity and enjoyment. The thoughtful storage of resources means that children are able to make independent choices and are inspired to explore and be imaginative and creative. Children take the lead in their own learning and are supported and challenged effectively to build upon what they already know.

Most children are confident speakers, encouraged by staff who are adept in asking the children open ended questions which make them think about what they are doing and give interesting answers. Staff are very caring and calm with the children and explain everything to them at a level they can fully understand, which results in well behaved children who respond confidently to praise. All staff are consistent in their approach to behaviour management and they adapt it to the age and understanding of the children involved.

Children are enthusiastically developing skills for the future through many practical experiences and numerous inspiring activities to support the children's problem solving and technology skills. Recognising numerals, counting, calculating and using mathematical language are integrated into everyday routines and play experiences. Children find out about the uses of everyday technology through using a computer and they confidently identify different sounds using the CD player. They attentively listen, enthralled by staff expressively reading stories. Children really enjoy looking at the wide variety of books on offer and take these home to share with their families. They relish the many opportunities for mark making, drawing or painting. Some older children are able to write their own names on their work whilst others form recognisable letters as they write notes on the flipchart in their role play.

Children enjoy a wide range of activities that foster their imagination and creativity. For example, art and craft resources, musical instruments and themed role play props with dressing up clothes are freely available. Role play is valued at helping children experience different scenarios and situations, such as exploring what it is like to start school. They independently dress themselves in school

uniform and share information with their friends about their visits to meet their new teacher in the classroom.

Children's health is extremely effectively promoted. Staff work very closely with parents to ensure children's individual medical needs or dietary requirements are recognised and met and they encourage children to learn and understand how to keep themselves fit and well. Children are encouraged to be physically active and enjoy free flow to the outdoor area where they can run, jump and ride wheeled toys with care and control and in all weathers. Raincoats and boots are kept accessible so that children are appropriately dressed to splash in puddles or investigate the speed that cars, balls or rainwater travels along angled chutes. Information is shared with parents regarding healthy food to consider for children's lunch boxes. This is extended to snack times where children are involved by choosing and serving themselves a range of healthy options. They carefully use safe knives to spread butter onto bread and discuss the foods that are good for them. Children display an excellent understanding about personal safety. They make safety posters to remind visitors about safe parking arrangements and the need to hold hands on outings. Fire drills are regularly practised so that all staff and children know how to swiftly evacuate the premises in the event of an emergency.

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

