

Clanfield Pre-School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Clanfield Pre-school registered in 1998 and moved to its current premises in 2011. It operates from the Foundation Stage Unit within the village school. It has its own room, toilet and kitchen within the unit and shares the main entrance area, a large quiet room and an enclosed outdoor play area with the school's Foundation Stage class. Children attend from the village and the surrounding rural area. The pre-school is managed by a voluntary committee and is registered to care for a maximum of 24 children in the early years age range at any one time. It currently has 28 children on roll within the early years age range. The pre-school is open from Monday to Friday during school term times. It offers morning sessions from 8.45am until 11.45am, and afternoon sessions from 11.45am until 2.45pm. Children may attend for a variety of sessions and there is an optional lunch club. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. Close links are in place with the on-site school. The preschool employs five staff, all of whom hold relevant qualifications. The manager is working towards Early Years Professional Status and two staff are working towards foundation degrees.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides children with a safe environment where they can progress at a steady pace with their learning and development. Staff work appropriately with parents, sharing information to take account of children's individual needs. Since the move to new premises, staff have focused on setting up the accommodation and settling the children. Whilst this is starting to come together quite well, there are currently some weaknesses to be addressed.

What steps need to be taken to improve provision further?

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

- develop the outdoor play area to provide children with challenging physical play and to engage in activities to support all areas of learning
- keep records of children's development up to date to provide a clear picture of progress and to aid future planning to meet individual needs.

The effectiveness of leadership and management of the early years provision

A suitable range of policies is in place to underpin the day-to-day operation of the pre-school. The staff know the procedures to follow if they have concerns for a child's welfare and they all undertake appropriate levels of training in safeguarding,

dependant upon their role in the team. The pre-school applies for checks on adults who wish to work in the setting and they adopt sensible measures such as recording the presence of visitors. The accommodation is secure within the school grounds. The staff maintain visual checks to areas where children play and there are some basic written risk assessments in place. Emergency evacuation practices are taking place so that all become familiar with different routines.

The pre-school enjoys the use of purpose-built rooms, which are clean and bright. Staff are developing displays to decorate the walls, though few illustrate numerals or reflect on the diversity of the world yet. Children are able to select some of the resources for themselves from good quality wooden storage areas and overall the range of equipment meets many of their interests. One area still very much under development is the outdoor play space, which is not yet used to its full potential. Staff are considering this in their action plan with achievable short-term goals such as installing raised beds for gardening activities. Staff interact on a regular basis with the committee and there is support to those on the team who are pursuing higher professional qualifications. Since the move into the new building formal systems for self evaluation are not so well focused, however the manager is able to verbalise the next priorities.

There are some positive partnerships developing with the Foundation Stage staff to ease the children's transition to school life. The pre-school staff are also making links with other feeder schools and nurseries their children attend. This contributes to supporting children's individual requirements and provides consistency from professionals involved in their care. Partnerships with parents are satisfactory overall and some parents speak positively of the support their children receive. Families may loan children's books from a colourful selection, to engage in some shared learning at home. Staff share brief conversations with parents as they drop off or collect their children. Staff obtain consents from parents, for example to seek emergency medical advice, and they share information about accidents occurring during the sessions to safeguard children's health.

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

Most children are happy and settled at pre-school and they are developing their independence. They receive encouragement, for example to change their shoes or access drinking bottles when they are thirsty. Children eat portions of fresh fruit in the morning sessions at pre-school and this coupled with occasional cookery activities provides a basic introduction to healthy eating. Outdoor play is regularly on offer and many choose to take part in active play in the fresh air. Children access a small range of physical equipment that meets some of their needs, though does not challenge children that are more able. The outdoor area also contains some simple activities such as sand play and painting, which children use to express their creativity and experience different textures. Most children play sensibly and behave appropriately at pre-school. Staff challenge unwanted behaviour and some children need reminders about how to play safely. The staff have suitable expectations, for example, that children sit quietly at group times

and overall children respond well to adult guidance.

Some children take part in the Forest School initiative during the week, with walks to local woodland to learn about the natural world. Staff plan a range of activities, some that introduce children to the diversity of the world, with tasting of foods at Chinese New Year, for example. Children use recycled materials for model making and they are keen to use modern technology. A suggestion from staff about watching some of their favourite stories on the interactive white board is greeted with enthusiasm. Staff share simple conversations with children during play and there are some examples of children taking part in basic mark making activities. Children count the number of cups needed at snack time and some engage in sorting objects by colour or size. Staff know their children quite well and they regularly make short notes and capture achievements with the pre-school camera. However, the collation of this information into individual files has lapsed recently with the focus on the transfer into the new premises. The children are receiving reasonable levels of support as they learn through play and they are able to make satisfactory progress overall.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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