

Luckington Pre-school

Inspection report for early years provision

Unique reference number

199367

Inspection date

13/07/2011

Inspector

Beverley Blackburn

Setting address

Luckington Cp School, Luckington, CHIPPENHAM, Wiltshire,
SN14 6NU

Telephone number

01666 840028

Email

admin@luckingtonpreschool.org.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).

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.

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

Luckington Pre-school opened in 1970 and operates from a mobile classroom within the grounds of Luckington Primary School, in the village of Luckington, Wiltshire. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open each weekday from 9am to 12 noon, term-time only. Children have access to a secure enclosed play area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children, aged from two to five years on roll. The pre-school receives funding for early education. Children come from the local area. The pre-school can support children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school follows the Montessori educational approach and employs four members of staff. Of these, two hold appropriate early years qualifications and two are working towards a qualification in Education for Children and Young People.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are assured protection as all staff have comprehensive awareness of safeguarding issues. Children flourish in this friendly and inclusive setting, where staff, parents and other agencies work in close partnership to meet each child's unique needs. Children are making excellent progress and are well motivated and challenged in an overall stimulating environment, as experienced and dedicated staff plan fun activities tailored to their individual learning and developmental needs. Management makes outstanding use of self-evaluation and this, together with a shared dedication to driving improvement, ensures continuous development and excellent outcomes for children.

What steps need to be taken to improve provision further?

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

- extending and enhancing the outdoor play area in order to provide greater learning opportunities for each child.

The effectiveness of leadership and management of the early years provision

The staff work exceptionally well as a team, which has a positive impact on the outcomes for the children. The pre-school has skilfully combined their Montessori teaching with the learning and development requirements of Early Years

Foundation Stage framework and have provided an outstanding learning environment for all the children. The staff take a professional approach to their role in safeguarding children. They have all currently updated their knowledge by attending safeguarding children training and have a thorough knowledge of safeguarding issues. Rigorous recruitment procedures ensure that all staff working with children are suitable to do so. Staff are well deployed at all times and the pre-school has good systems in place to ensure that ratios are continually met. All required documentation and records are in place and are well maintained.

The pre-school has a strong commitment to ensuring all information, which underpins effective management is shared with the parents. Children with English as an additional language and children with additional learning needs are very well supported within the setting. Children are helped to understand and embrace differences of cultures and religions and to get a better understanding of the wider world through exceptionally well planned activities, such as festivals. They learn about the world and how and where people live, using an excellent display of the world map to aid children's understanding. Most children know the seven continents of the world, which are learnt through fun activities. Children enjoy singing and counting in French because the manager enjoys sharing some of her culture with children. Staff demonstrate their total commitment to equality and diversity extremely well through the varied range of activities and resources provided. Staff ensure all children's progress is very well monitored to check they all move forward from their starting points.

Children benefit from accessing an excellent range of resources which are used extremely well to produce a well planned and interesting environment. Resources, both indoors and outdoors, are used effectively to achieve the planned goals in the children's learning and development. The staff are deployed well and are at hand to support children in their learning and development.

The pre-school's self-evaluation procedure is effective in raising standards and forms the basis of a clear vision for the pre-school's future. Staff identify aspects for improvements accurately. For example, current forward-planning includes further development of the outdoor play area to enhance the children's learning opportunities, and to invest in the Forest School initiative. All staff are fully involved in the self-evaluation process and parent and children questionnaires ensure that parents are involved in the process of identifying further improvements. The pre-school has addressed the recommendations from the last inspection which has benefited the children.

The staff have an excellent relationship with the parents. All work very well together, enabling an effective two-way communication which greatly benefits the children. From discussion with the parents and feedback from the questionnaires, parents are very happy with the care and education their children are receiving. They find the staff friendly, supportive and approachable. Information is shared in a variety of ways such as through a notice board, which informs the parents of what has happened during the day; regular newsletters; meetings to discuss their child's progress and daily verbal feedback. Staff talk to parents and help them understand the Early Years Foundation Stage and the curriculum and how children are learning through play. Parents are very involved in the setting and their child's

learning. The information on the children is comprehensive; significantly enhancing the continuity in both care and learning and development. Strong and established partnerships with parents and other professionals contribute to ensuring that children's learning and welfare needs are consistently met.

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

The children's learning is extremely well supported through the provision of an excellent range toys and resources. A well-planned interesting environment and interaction with supportive staff enables children to learn through play. The rooms are bright and welcoming and organised very well to meet the needs of all the children. All toys and resources are easily accessible. Free-flow planning is effective and children are able to make excellent choice of activities both indoors and outdoors. Children make excellent progress in the learning because staff have good information about their starting points, observe them closely and plan carefully to meet their individual needs. Staff carry out regular observations of their key children to support their knowledge of children's needs, interests and skills. The information is used to plan activities to ensure children are moved on to the next steps in their learning. There is an excellent balance of adult-led and child-initiated activities that covers the six areas of learning.

Children relish their time spent at the pre-school and demonstrate a strong sense of belonging. They forge good friendships and develop warm and close relationships with the staff. Great emphasis is placed on children developing independence in all areas. Children are happy and confident as they learn new skills and develop their independence, for example, self selecting resources and confidently replacing them in the rightful place after use; choosing their snack and taking themselves to the toilet. Staff support children well by joining in their play and constantly talking to them and listening to their responses, in order to help build their communication and thinking skills.

Children are encouraged to become active listeners through plenty of specific activities, such as listening to different level of sound in the colour coded bottles, or listening to the different sounds around them. They are encouraged to ask questions and develop their confidence in participating in conversations. Children are making strong progress in their learning and development. They are learning about the wider society through using a comprehensive range of resources that promote diversity. These include having fun while learning another language or celebrating other festivals. Children develop an enjoyment of books in the well resourced book area. A few children have started to read simple words and are well supported by the staff. Staff are skilful in developing children's awareness of words beginning with the same sound through rhymes and songs, which extends their learning opportunities and develops their reading and communication skills.

Children are confident at recognising their own names and enjoy practising their emergent writing. They have many opportunities to develop their problem solving and numeracy skills and enjoy taking part in various pegging, matching and sorting

games. As a result, older children confidently recognise numbers and colours and count to ten and beyond. Children have excellent opportunities to develop their creativity and imaginations in the extensively resourced art and craft and role play areas. They enjoy developing their information communication and technology skills using cameras, electronic toys and the computer. Children have great fun learning about nature and the wider world through various themes and topics, such as planting activities, nature walks, the celebration of different festivals and positive image play resources. Comprehensive policies and procedures underpin the pre-school's excellent practice and are used effectively to ensure that all aspects of children's health and welfare. Children also have very good opportunities to develop their physical skills, through exercises, such as running and kicking balls, riding on bikes and scooters, building, balancing on beams or playing in the adventure play area. They also have access to the school hall where they can participate in physical education sessions. Children are able to negotiate their way around the indoor and outdoor space confidently and safely, showing their understanding of how to behave in ways that are safe for themselves and others.

The premises are clean and maintained to a high standard. Children learn about staying safe and to adopt healthy lifestyles. They are provided with healthy snacks and learn about healthy eating and the benefits to their bodies. Staff are aware of the children's dietary needs and work with the parents to ensure children's specific needs are appropriately met. Children are helped to manage their own personal hygiene with excellent support from the staff. Visual pictures and posters help to remind children about the importance of hand washing. Children are helped to understand how to keep themselves safe through the frequent practice of the evacuation procedures, and remaining children not to run inside. Staff are aware of their responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe. The children show a strong sense of security and feel safe within the setting. They are confident and contented and have developed an excellent relationship with the staff and their peers and are learning to play harmoniously with 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

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

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
--	-----