

Church Preen Pre-School

Inspection report for early years provision

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Inspector

Lesley Bott

Setting address

Church Preen Village Hall, Church Preen, Church Stretton,
Shropshire, SY6 7LH

Telephone number

07776358523

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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Description of the setting

Church Preen Pre-School opened in 2007. It operates from the village hall in Church Preen, South Shropshire. The setting serves the local and wider communities. The setting is open each Monday, Tuesday and Friday from 9am to 3pm during school term times. All children share access to a secure enclosed outdoor play area.

Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 20 children may attend the pre-school at any one time. There are currently 22 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds.

The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content and settled in the welcoming atmosphere of the nursery due to staff being dedicated to ensuring that children's welfare needs are met, in addition to them making good progress within the Early Years Foundation Stage. Effective communication with parents and carers helps to promote inclusive practice. This ensures that the uniqueness of each child is fully recognised. Good practice includes evaluation and self-reflection to help identify areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure staff record arrival and departure times in the register
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion and culture
- work together with other practitioners and parents to support children's transition between settings.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding as they are all clear about child protection reporting procedures and the signs and symptoms of abuse. Practitioners have a clear and good knowledge and understanding of their role in reinforcing child protection procedures, including if an allegation is made. All staff

take part in appraisals, and ongoing suitability is discussed as part of these meetings. Children play in a safe and well-organised environment as resources are well deployed, practitioners are vigilant and good attention is given to safety. However, the recording of staff's attendance in the register does not always include the time they leave.

The premises are bright, warm and welcoming. The extensive range of equipment is well maintained and attractively laid out to enable children to safely and independently select activities for themselves. This makes the environment conducive to learning. Parents and carers are encouraged to share information about their child when they first start, which enables staff to carry out a baseline assessment. They receive detailed information, including policies and procedures, newsletters and daily diaries. Children choose a book each week to take home to read to ensure that they are able to continue their learning at home. While the setting has effective partnerships with the local school, communication with other settings delivering the Early Years Foundation Stage needs to be developed to ensure progression and continuity of learning and care.

Practitioners are well qualified and systems are in place to monitor and support their professional development. Recommendations raised at the last inspection have been addressed and achieved a positive impact on the overall quality of the provision and the outcomes for children. Self-evaluation is completed online and takes into account the views of parents and carers. It is effective in evaluating and identifying strengths and weaknesses of the provision. As a result, those in charge are able to demonstrate how they raise children's achievements and make improvements to the setting. Risk assessments are completed and reviewed on a regular basis. This ensures that practitioners are taking appropriate steps to ensure resources and the environment are safe and fit for purpose. Children's understanding of other cultures is predominately promoted through activities and resources that reflect positive images. Children have unhindered access to resources and staff are effectively deployed to work with children in key worker or small groups. The setting does not currently care for children who have special educational needs and/or disabilities. However, they fully understand the importance of working closely with outside agencies to ensure children's needs are met effectively.

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

Children enjoy their time at the setting. They have good opportunities to be physically active and play outdoors in the fresh air and sunlight, which contributes to their good health. Children move freely in the church hall, being able to use all of the room to move around and access activities easily. Children excitedly put their coats on to go outdoors, listening to staff as they remind them about the hazards in the outdoor area. The children happily talk about what they are going to do outdoors, for example, look for the bird family who are currently living in the pot where the potatoes are growing.

Staff have an effective understanding of the Early Years Foundation Stage and

purposeful methods are in place to support children's learning. Staff talk and listen to children and this promotes their language skills appropriately. Comprehensive observations and learning journeys indicate children's developmental stage and the next step in their learning. Planning and topics are focused on meeting children's individual needs. Good levels of challenge appropriate to the children's age and stage of development are identified by staff, who know and understand the children well.

Children are well behaved and this contributes to their ability to concentrate during activities. They are able to play in a well-resourced setting and have time to move around and play with activities that interest them. They play with imagination in the sand and enjoy making patterns with the finger paints and craft activities. Staff plan a variety of activities across all areas of learning. The children are motivated and interested in the visit from the local Community Support Police Officer. They listen to the talk on safety and enjoy sitting in the police car and hearing the sirens. Children spontaneously access writing materials and engage in mark making while using the pictures of policemen and people who help us. Some draw recognisable pictures and others are beginning to write the letters of their name.

All children play outside during the day in the well-resourced area. Children's large muscle skills are developing as they push and pull toys. They are developing an awareness of keeping themselves and others safe due to reminders to avoid riding into others. Children have participated in growing fruit and vegetables and their understanding of sustainability is appropriately promoted through these activities. Staff encourage language development through asking purposeful questions to the children. Children play an active role in activities and make choices and decisions, with the staff providing good support. A range of resources help children to understand the wider world but these are currently restricted to planned activities. There are few posters, books or displays depicting other cultures, abilities, disabilities or festivals. Children freely express their feelings, ask for help when they need it and willingly share. Children play both independently and together, understand why they need to share and take turns and have good communication skills; this enables them to develop skills for their future. They know and understand the routines of the group as they help at tidy-up time, putting toys away in their appropriate boxes and shelves.

Children's good health is promoted because relevant procedures are implemented, for instance, the procedures for the administration of medication. Children demonstrate an understanding of maintaining their personal hygiene by washing hands at appropriate times. Choice is given to children at snack time from a selection of fruit and porridge, together with water and milk. Details of the snack are displayed in the reception area for parents' information.

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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