

North Leigh Pre-School

Inspection report for early years provision

Unique reference number 134443
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Inspector Jameel Hassan

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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*.

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.

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Description of the setting

North Leigh Pre-School has been operating for approximately 30 years. It is located in an Elliott building within the grounds of North Leigh Primary School. It is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school operates from one large playroom, with kitchen and integrated toilet facilities with wheelchair access. The pre-school serves the local and surrounding villages. A maximum of 20 children from two years six months to five years may attend the setting at any one time. There are currently 48 children on roll. Of these, 36 children receive funding for nursery education. The pre-school is open each weekday during school terms from 7.45am to 3pm. Additional wrap around care is available, including breakfast club from 7.45am to 8.45am and lunch club from 11.30am to 12.30pm. Children attend for a variety of sessions. It supports children who speak English as an additional language and those with special educational needs and/or disabilities. The pre-school employs four staff to work with the children. The manager holds the Foundation Degree in Early Childhood Studies, a Bachelor of Arts Honours degree in Early Years Childhood Studies and has Early Years Professional Status. Two members of staff hold the National Vocational Qualification level 3 Diploma in Pre-school Practice. One member of staff has achieved National Vocational Qualification level 2 in play work. The setting receives support from the Local Authority and the Reception class teacher from the on-site school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

North Leigh is a welcoming and stimulating environment for children. Their welfare is well promoted and the children know how to keep themselves healthy and safe. Since the last inspection, staff have worked successfully to make significant changes to all aspects of the pre-school, particularly the outdoor play area, thereby greatly improving outcomes for children which are now good overall. Self-evaluation and monitoring are generally of good quality and leaders are well motivated and focused on ensuring continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems of monitoring to identify and assess the progress of specific groups of children over time to ensure all make as much progress as possible towards the Early Learning Goals.

The effectiveness of leadership and management of the early years provision

The pre-school is very well organized and puts a high focus on ensuring children are kept safe. Staff have the knowledge and information to enable them to protect children, should they be concerned about their care. Children's safety is protected by sensible procedures which are carried out effectively. All required documentation is up to date, accurate, and contributes to the safety of children. Staff are vetted to ensure they are appropriately qualified and suitable to work with young children.

The staff work well together, sharing responsibilities for the smooth running of the sessions. They all contribute to the planning and ongoing self-evaluation and demonstrate a strong commitment to improvement. Adults are very well qualified, and attend appropriate courses which directly benefit the children. For example, as a result of training they have introduced a phonics programme, which is greatly improving children's speech and language development, so they make good progress from their starting points. This pre-school is committed to inclusive practice. The different backgrounds of children are celebrated. For example, the setting celebrated Finland's independence day and children ate some Finnish cake together. There are attractive displays, including a visual timetable and words from other languages which children can point to and convey their needs or wishes. Children enjoy a great opportunity to speak Spanish, learning numbers and colours. There are numerous posters around the setting, depicting positive images of people from other countries, so children learn about the wider world. Children with special educational needs and/or disabilities are well supported, with appropriate involvement from other local agencies and professionals. Those who speak English as an additional language are well supported. The staff treat each child as an individual but are unsure how well specific groups, such as boys and girls, are progressing to ensure their needs are met overall.

Since the last inspection, the setting has made huge improvements to the outside area and the range of resources, demonstrating a good ability to develop and enhance outcomes for children. Rigorous and accurate self-evaluation gives them a realistic view of their strengths and areas for further development. Parents and carers and the children's key workers form excellent relationships. Parents and carers feel exceptionally well informed about their children's wellbeing and progress. A daily diary for each child is shared with parents, along with their child's detailed long term learning journeys. Staff provide parents with information about the pre-school's future plans and their child's progress through informal chats and when they attend the parents' evening. Parents are encouraged to be involved in their children's learning by sharing knowledge of their interests and by taking home story sacks to share with their child. Staff give tips on how to enhance what the children learn at the pre-school and extend it at home. Parents and carers believe that the staff really care for their child and themselves, promptly addressing any concerns that may arise. They appreciate the friendliness, support and openness of staff. Links with the school are good and arrangements for children's carefree transition to school are strong. Children visit their next setting, along with familiar staff from the pre-school. The staff meet regularly to discuss the children's needs and progress so ensuring continuous effective learning.

Staff work well with local agencies, including the local authority's early years adviser and health professionals. They follow their recommendations about individual children's development to improve the outcomes for the children.

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

Staff cater for individual children's interests in their planning and provision. For example, this term's topic is 'Transport'. Resources about trains have been purchased as most of the boys enjoy discussing stories about 'Thomas the Tank Engine'. Aeroplane pictures were available because a girl went on holiday to Spain by plane, and this stimulated and motivated her to learn, using her own experiences. Children's work is celebrated, and proudly displayed around the pre-school room.

Children have a good understanding about a healthy lifestyle. For example, the snack menu includes fresh fruit, milk and water and the children can explain why these are good for them. Parents provide a healthy packed lunch after advice given to them by the pre-school to ensure their children have a balanced diet. Children have good health and personal hygiene practices, acting independently to wash their hands before eating and after going to the toilet. They have easy access to water with a dispenser which they regularly use independently. Children play imaginatively outside and enjoy being physically active in the fresh air. 'We like running to be fit', a child said. They run from one climbing frame to other resources, pretending to be pirates, and 'swim' away from sharks. Children make particularly good use of the wall mounted chalk boards, for example writing down the type of shark, such as hammerhead. This allows them to develop their writing skills outdoors. Throughout the day, staff use these opportunities to observe and record children's progress and to keep their learning journals up to date in the six areas of the Early Years Foundation Stage Profile.

Children are encouraged to gain skills for the future such as early reading skills. Staff are skilled in helping children think about letters and sounds. Children enthusiastically clap in time to the sounds of their name, counting syllables and singing rhyming songs. Children are also able to use cameras, an interactive white board and computers to improve their communication skills further. Children take responsibility for themselves and others. Each morning children self-register using the interactive white board. They pour their own drinks and cut their own food, sometimes with support from staff if needed. Children help staff, carefully putting away their plates and cutlery, and sweep the floor after snack and lunchtime. During the session they are able to use materials which require cutting, doing this safely with relevant resources. They are also encouraged to put away items they have used during the day in the easily accessible resource equipment boxes.

Overall, children behave well and staff are consistent in their behaviour management as children show respect to themselves, their friends, the staff and visitors. Children celebrate each other's achievements, such as completing a puzzle, and recognizing words and their name.

Strong relationships are evident. Children show a strong sense of security as they confidently approach staff for support or reassurance. They demonstrate a

good understanding of how to keep themselves safe. For example, they put on their coats if cold outside and tell each other to be careful when on the climbing frame. Indoors they safely move chairs with two hands to prevent a collision. They remind each other about sharing toys such as trains and taking turns on the computer, following staff's good role models.

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	1

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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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