

The Village Pre-School

Inspection report for early years provision

Unique reference number 206836
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Inspector Justine Ellaway

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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

The Village Pre-School (previously known as Humpty Dumpty Playgroup) is run by a committee. It opened in 1980 and operates from the village hall, Little Eaton, Derbyshire. The pre-school is open each weekday from 9.15am to 11.45pm, and on Monday and Wednesday operates a lunch club between 11.45pm to 12.45pm and afternoon sessions from 12.45pm to 3.15pm, during term time. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 31 children on roll, all of whom are within the early years age range.

There are six members of staff and one volunteer, five of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is effectively promoted as policies and procedures are suitably implemented. Children make good progress in their learning and development and resources are, on the whole, well established. Useful information is shared with and gathered from parents and carers to promote consistency of care. Partnerships with settings that children will attend are developing. Systems to evaluate practice and identify areas for improvement are thorough and benefit outcomes for children.

What steps need to be taken to improve provision further?

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

- extend further the range of activities which will encourage children's interest and curiosity outdoors
- develop further systems to work together with other practitioners to support children's transition between settings.

The effectiveness of leadership and management of the early years provision

A strength of the setting is the calm and friendly atmosphere promoted by staff, which supports children's enjoyment and achievement. Staff are clear on their roles and responsibilities throughout the session, which means the transition between activities has no impact on children. The designated child protection person demonstrates a clear understanding of her role and a commitment to

ensuring children are safeguarded at all times. The procedures to follow if there are any concerns about a child are clearly established. Safety procedures ensure that children can play safely within the setting and outdoor area and when they use the adjacent park. Staff check the outdoor area prior to children playing and take appropriate equipment, such as a first aid kit, when they use the park. Recruitment procedures are well established and consistently implemented. This means that appropriate checks are undertaken on adults, both at the time of appointment and on an ongoing basis. The committee are aware of their responsibility to notify the regulator of any changes.

Staff are well deployed throughout the session to provide adult support, both indoors and outdoors. Good use is made of the space indoors and use of the adjacent park with its own play area to provide a variety of activities. An interesting variety of resources is laid out for children to play with; additional resources are also stored within the room. Children help themselves to these during play and also move resources from one area to another to extend their play. However, the outdoor area is not fully established in terms of resources and being fully effective in promoting further children's learning and development.

Systems to evaluate and reflect on practice are suitably established and consistently implemented. The manager maintains a useful action plan that lists relevant areas for improvement, which is updated regularly. This takes into account staff contributions and parents' feedback, as well as external advice from the Local Authority Early Years team. Changes or improvements are implemented to benefit outcomes for children. For example, the setting has developed the partnership with parents by revising the baseline assessment form and providing feedback forms for parents and carers to record children's achievements. A clear vision to provide high quality childcare means that the setting is continually looking for ways to improve.

Parents and carers are happy with the setting and feel that they are well informed about their child's development. There is daily verbal feedback as well as a termly report that summarises their child's current stage of development. Appropriate information is displayed on the notice board. Useful information is provided in the newsletter so that parents can support children's learning at home. The setting gives suitable consideration to supporting children with additional needs. Links have been established with some of the schools that children will be going to at the end of the term, but not all. Staff complete a useful transition form which summarises the child's stage of development.

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

Children are happy, comfortable and enjoy their time at the setting. They enter enthusiastically and begin playing with the toys and resources. Staff are effective in their interaction with children, supporting their learning and development. The records that staff maintain of children's progress are reflective and useful. Staff identify children's interests and build this into future planning.

Children behave well and form friendship groups. They play together during free play and can play quite happily without adult support. They show an interest in the activities and can sustain their attention for long periods of time. They have regular opportunities to learn to count and some children can comfortably count to 13 forwards and backwards.

Children enjoy frequent opportunities to use the play area. The equipment is challenging and as such provides good opportunities for them to develop their physical skills. It also supports their understanding of safety as they learn what the rules are for using the equipment. They love playing in the tunnel and rolling down the grassy bank. They also use small equipment, such as balls and skipping ropes.

Children are good communicators and are able to make their needs known. They chat to each other during play and discuss and establish roles within a game. Circle time provides opportunities for children to develop their confidence in speaking in front of others. They are regularly encouraged to write their own name and as such some children can write recognisable letters without a visual prompt. They have an opportunity to learn French through a weekly session.

A creative trolley provides a host of resources for children to use. Children use their imagination well as they make up their own games and they use different resources to extend this. A new water toy provides a great deal of excitement as children try to establish how to fill up certain parts of it. Children enjoy using the computer and use a timer so that each child has an equal turn. They develop good mouse skills as they operate the programme and know how to move onto the next part. Children have access to some resources that promote their understanding of the wider world. They also take part in activities linked to different festivals throughout the year. The setting has ordered additional resources to support children's understanding in this area.

Children demonstrate that they feel safe and secure in the environment. They listen carefully to instructions and staff give clear reminds about safety. This helps to develop children's understanding of their own and others safety. Children learn about healthy foods as they talk about the snack and why it is good for us. They are clear about why and when they should wash their hands and join in with the hand washing song. Children's independence is well promoted at snack time as they choose when they have it and serve themselves.

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	3
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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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