

Trefonen Pre-School

Inspection report for early years provision

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Inspection date	27/06/2011
Inspector	Julie Preston

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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

Trefonen Pre-School is a committee run group that was registered in 2010. It operates from a self-contained building within the grounds of Trefonen C of E Primary School in Shropshire. The pre-school serves the local area and has strong links with the school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the pre-school at any one time. There are currently 26 children attending who are within the Early Years Foundation Stage. The pre-school also offers care to children aged over five years to 11 years for children who attend the school, before and after the school day. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment. They are able to make good progress towards the early learning goals in most areas through a wide range of activities that challenge and stimulate their interest. This is an inclusive pre-school, where each child is recognised as unique and staff ensure that their individual needs are well met. There is a good working partnership with parents and the policies and procedures are implemented well. This helps the pre-school to further develop methods to reflect on their practice and to monitor the care and education of children.

What steps need to be taken to improve provision further?

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

- extend opportunities within the role play area for children to develop an understanding of the wider world and to write for a variety of purposes
- extend children's awareness of number by creating a number rich environment both inside and outside.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children and their role and responsibility in reporting concerns. They have effective procedures to ensure children are safe and their welfare is promoted. For example, risk assessments and daily safety checks are completed and appropriate recruitment and vetting procedures are in place. The pre-school has systems to ensure that all members of staff are qualified and that their continued suitability is monitored. Staff are pro-active in attending training to increase their knowledge and skills. For example, they attend courses in first aid, food hygiene and child protection. All of the required policies, procedures and documentation are kept on the premises, together with details of the regulatory information regarding children's individual needs. This contributes to the effective management of the setting and promotes outcomes for children.

The partnership with parents is well developed enabling them to feel secure and confident that their child is receiving a good quality of care and education. They enjoy attending special events, take part in fundraising activities and are kept well informed of the activities in which their children participate. They receive regular information within newsletters and share information daily with their child's key person. Parents have open access to their children's learning journey, activity scrap books and development records. Regular open days and progress reports help communication between staff and parents keeping them well informed of their children's care and learning.

The pre-school has procedures for identifying any additional help required for children. This ensures that each child benefits from appropriate support to enable them to reach their maximum potential and benefit from a positive learning experience. A settling-in period and initial information sharing with parents, means that children feel reassured by the staff who create an environment which is welcoming and accepting of everyone. The manager has devised systems to develop partnerships with local schools and childminders. Staff are also aware of the importance of sharing plans and developmental records to ensure continuity in learning and children's smooth transition to school. The management has made good progress in developing the pre-school linking this in with developing their formal self-evaluation document and setting targets for improvement. They have plans for all staff to continue to update their skills and experiences to enable them to continually enhance the provision they provide by attending a wide range of courses. All staff and the committee are fully committed to driving improvement within the setting.

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

All children are happy, confident and secure within the pre-school environment. They are fully included within the pre-school and are able to access a good range of activities and equipment. Children cooperate extremely well with each other,

sharing resources as they play together, both inside and in the outdoor areas. They choose a variety of writing materials and creative resources independently within free choice activities. However, limited opportunities are provided within role play to write for a variety of purposes and extend creativity in a range of different scenarios that reflect the wider world. Children confidently self-select resources as they are stored at low level and can request additional resources. Their technology skills are developing well as they access a range of resources daily that support this, such as a white board and battery operated toys. Children are eager to join in with staff to share experiences with them and other children in small and large groups. The pre-school has a good selection of resources and participates in activities to enable the children to look at other cultures and minority groups. For example, they enjoy finding out about the Chinese New Year and trying a range of Chinese food. Staff skilfully engage with the children by talking to them, encouraging independence and inspiring confidence. Children are learning to manage their clothing, wash and dry their hands and help to tidy the toys away.

Staff have records on each child's progress, their interests and their next steps for learning and development. They work closely with the parents and other providers to monitor children's progress and share individual learning and development records. There is a formal method of monitoring and evaluating the activities within plans provided for children, to measure the effectiveness of staff practice and the children's progress in the Early Years Foundation Stage. Children have regular opportunities to learn about the natural world as they discover growing materials and look at living creatures they find when playing in the outside area. They enjoy watching their seeds growing into sunflowers and their tomato plants growing. Staff encourage children to extend their understanding of number and problem solving by counting and reasoning during daily routines. For example, children develop an understanding of number within circle time as they sing number rhymes. However, limited use of numbers as labels means opportunities to extend children's understanding of numbers, both within the indoor and outdoor environments, are less well developed. Children effectively use paint brushes, pens and scissors with increasing control and enjoy their sensory play with water, sand and dough.

Space within the pre-school is well utilised so that children can choose their own activity, such as playing in the role play area and participating in creative activities. Children use the outdoor play area every day and generally play companionably side by side. They enjoy physical exercise using wheeled toys and outdoor play equipment and have regular opportunities to participate in physical education and dance sessions. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food. Snack times are sociable occasions with children independently accessing their own snacks and drinks before sitting down and chatting together to enjoy the experience. Children are taken on outings in the local community to participate in special events at the local school to enhance their sense of the world. Behaviour within the pre-school is good. Children understand levels of acceptable behaviour and are learning to share and take turns. Staff manage behaviour in a calm, consistent manner and are positive role models. Children treat one another and staff with affection and respect. The confidence they gain through their time in the pre-school ensures they are developing into active learners, prepared for the

future.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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