

Dickleburgh Pre-School Group

Inspection report for early years provision

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Inspector

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Setting address

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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.

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

Dickleburgh Pre-School Group has been registered since 2010 and is located within the grounds of Dickleburgh Primary School. It occupies purpose-built premises. Children have the use of a playroom and secure outdoor play facilities. The setting operates a variety of sessions between the hours of 9am and 3.30pm from Monday to Friday during school term time.

The setting is registered to provide care for a maximum of 12 children in the early years age range at any one time and is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 30 children on roll.

The setting is managed by a voluntary committee and employs a qualified and experienced manager to work with the children. Two further part-time members of staff are also employed, both of whom hold Level 3 childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An extremely positive ethos of inclusion and a highly developed understanding of each child's needs enable staff to successfully promote children's learning and development. Most health and safety requirements are met to a high standard. Children are supported by an enthusiastic, motivated and caring staff team. They have exceptional relationships with parents and this is a key strength of the setting. In addition, partnerships with others who provide care and learning for the children are highly developed. Self-evaluation is rigorous and successfully identifies the strengths of the setting as well as areas for development, resulting in actions that are well targeted and bring about sustained improvement in the early years provision.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessments cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of the signs and symptoms of abuse to help them recognise when children may be at risk. They are confident to report concerns in line with the Local Safeguarding Children Board guidelines and staff knowledge is reviewed at team meetings to ensure that all children are fully safeguarded. All staff and key committee people undergo an enhanced Criminal Records Bureau

disclosure check and this helps to ensure that those working with children are suitable to do so. Risk assessments are carried out and are robust for outings and some aspects of the premises. However, they do not cover everything with which a child may come into contact and this has the potential to compromise children's health and safety. Despite this, a daily check list is followed to reduce known hazards, such as ensuring the padlock is on the external gate to prevent unauthorised entry and to prevent children from leaving the premises unsupervised.

Equality and inclusion are at the heart of everything that happens in the setting. There is a clear, effective key worker system that ensures each child has a named person to take responsibility for their day-to-day care, well-being and learning. The key person establishes highly inclusive systems of communication with parents to keep them very well informed about their children's progress. Concerns about children's learning and development are managed sensitively. Parents value highly the care and support that is given to both the children and themselves, promoting a deep sense of trust and confidence in staff. The setting has established high quality partnerships with outside agencies to meet special educational needs and/or disabilities and has extremely strong links with the primary school to help ensure children's transition to school is well planned, promoting confidence and helping children settle quickly.

Staff have an enthusiasm that makes the setting an exciting place to be. The premises are stimulating and welcoming and include high quality toys, furniture and equipment that help to ensure the environment is conducive to learning. Staff are actively engaged in children's play and learning and, as a result, children clearly benefit and thrive. Staff recognise parents as their children's key educators and have highly effective systems to help them be involved in their children's learning, including the sharing of children's developmental records, promotion of activities that parents can carry out at home and the implementation of events, such as a 'story cafe' and an afternoon for grandparents. Parents report that they are extremely happy with the setting and 'could not ask for a better start' for their children.

Staff are motivated and inspired to work towards meeting and sustaining ambitious, but achievable, targets. Leaders and managers communicate effectively and purposefully with staff at all levels, leading and developing a culture of reflective practice and self-evaluation. A wide range of methods are used to evaluate the setting, including the Ofsted self-evaluation form, the Norfolk 'Towards Excellence in the Early Years' rating system, discussions between staff and committee, questionnaires for parents and seeking the views of children. Suggestions made by parents are acted upon. For example, a recent comment from a parent suggested that they would like more information on what their child is doing at the setting. As a result, staff now display activity planning in a prominent place for parents to observe, in addition to regular parents evenings and a voluntary parent-helper rota.

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

The quality of teaching is exceptional and rooted in expert knowledge and understanding of the learning requirements and how young children learn and progress. Staff work closely with parents to establish children's starting points, likes, dislikes and interests. As a consequence, staff promote a highly stimulating and welcoming environment with an effective balance of adult-led and child-initiated activities. They plan effectively to ensure that children's learning and development are supported, and the exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that are fun, provide challenge and are built around children's interests. This stimulates children's curiosity to help them make rapid progress in all areas of their learning and development. Assessment through high quality observations is rigorous and the information gained is used very effectively to guide planning.

Children feel safe and secure in the setting, are eager to attend, and make significant gains in their learning and development. They come into the setting enthusiastically and separate readily from their main carers. They have an excellent sense of belonging and enthusiastically take turns in everyday activities, such as phoning through to the school kitchen to order the lunch time meals. Children have excellent relationships with staff and are treated with genuine warmth and positive regard. Their health needs are met to a very high standard and children are encouraged to be involved in the planning of the foods that are provided for snack, contributing their ideas to staff about what they would like to eat.

Children demonstrate a dynamic role in their learning and show high levels of independence, curiosity and concentration. They behave exceptionally well and have excellent relationships with each other, understanding and respecting the needs and feelings of others. They play well together and cooperate fully, organising their own games in the safe and secure outdoor area. Children enjoy outdoor play and are developing excellent physical skills. Careful monitoring of accident records helps staff to highlight physical skills that need to be planned for. For example, a number of accidents in a short space of time, as a result of children colliding into each other, prompted staff to plan activities around teaching spatial awareness. As a result, children have a good awareness of space and are able to walk, run and operate wheeled toys confidently, stopping, starting and changing direction with ease.

Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future. Staff promote the wider world exceptionally well, providing positive images of culture, disability and gender. They are helped to develop positive attitudes to others and are taken on outings into the local environment where they learn about their immediate community, visiting the local church and village shop. Children understand that print carries meaning and have made their own price list for the role play shop.

Staff respond exceptionally well to children's interests and requests, enthusiastically welcoming requests for adult-led activities, such as making 'silly soup'. Through activities such as this, children demonstrate a very good awareness of initial sounds, joining in enthusiastically with the 'silly soup' song and confidently suggesting items that begin with 'S' and 'J'. They show a strong understanding of number and are able to work out how many items are in the 'soup', confidently predicting how many 'one more' will add up to. Younger children are supported by staff, who sit with the children while a member of staff leads an activity to ensure that the needs of these children are met and they have opportunity to join in and predict answers.

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

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|--|---|
| 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 | 1 |

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 | 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 | 2 |
| 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 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| 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 |

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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