

East Brent Village Pre School

Inspection report for early years provision

Unique reference number	142929
Inspection date	12/09/2011
Inspector	Philippa Wallis

Setting address	East Brent Village Hall, East Brent, Highbridge, Somerset, TA9 4HZ
Telephone number	01278 760731
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

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

East Brent Village Pre School was registered in 1992. It operates from the village hall in East Brent, Somerset, and is managed by a committee that includes parents of the children that attend.

The pre-school is registered on the Early Years Register. A maximum of 24 children in the early years age range may attend the pre-school any one time, none of who can be aged under three years old. The pre-school is open each weekday from 9am to 12noon during school term time. Children have access to a fully enclosed outside play area. There are currently 13 children in the early years age range on roll. The pre-school gets funding for the provision of free early education for children aged three and four years. Children come from the local area and most go on to attend the village primary school. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school employs five members of staff to work with the children; three hold appropriate early years qualifications and two are working towards qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's knowledge and awareness of children's individual needs enables them to support children's welfare and development well and as a result they make good progress. Children play in a welcoming environment, which has a wide range of resources and activities to which they generally have good access. Positive partnerships with parents are developed, together with good links and partnership working with other providers and professionals. This enhances the quality of children's care and early education. Staff and the committee demonstrate a positive attitude to continuous improvement. There is very good support for children with special educational needs and/ or disabilities, by skilled and sensitive staff.

What steps need to be taken to improve provision further?

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

- consider how access for children to play in the outdoor area in all weather conditions could be facilitated.

The effectiveness of leadership and management of the early years provision

Appropriate recruitment and induction arrangements are in place to ensure staff are suitable to work within an early years setting. The effective implementation of policies and procedures and good record keeping helps to ensure children are safe and well cared for. Risk assessments ensure that hazards are identified and checked on a daily basis so that children can play in a safe environment. All staff have a good understanding and knowledge of child protection issues and the reporting procedures to follow should they be concerned about a child's welfare. Staff attend additional safeguarding training to ensure they are informed of current developments.

Staff work well together, to plan and offer a good range of resources and activities. The staff team create a welcoming environment that offers activities which encourage children to take part, enabling them to make their own choices. Staff are deployed well in the pre-school to offer children good support as and when they need it. Parents are kept well informed about their children's achievements. They have regular opportunities to meet with their child's key person to discuss their welfare and learning. They are encouraged to share what they know about their child when he/she starts at the pre-school and encouraged to support their learning and development at home; for example, by choosing books to take home and read together.

Staff have a good knowledge of each child's individual needs and backgrounds and have well established partnerships with other professionals to ensure children get the support they need. In addition, there are also good, close working arrangements with the local school, which many children attend after leaving pre-school. This promotes children's well-being as they are able to make a smooth transition to school. Informal reflection between staff to evaluate their practice takes place regularly and staff attend regular training to improve outcomes for children. All previous recommendations have been fully addressed and the pre-school sets realistic targets for future improvement.

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

Children develop knowledge very quickly of expectations in behaviour, so appear confident and settled. Children develop good independence skills and good personal hygiene routines are evident throughout the pre-school. Children are monitored to ensure they use the bathroom independently to wash their hands prior to having a snack. Children can choose when to have a snack or drink, learning to recognise and respond to their bodies' needs. Children make good use of the outdoor play area in fine weather to ride wheeled toys, join in ball games and water play. This develops their physical skills and benefits their health as they play in the fresh air. However, they have limited opportunity to enjoy this area when the weather is wet.

Children with special education needs and / or disabilities are integrated well and receive very good support from skilled and sensitive staff who enable and

encourage them to be part of the group. Activities are provided which are appropriately differentiated to allow for all children to participate together in different ways. For example, all children enjoyed making a desert together with some children exploring its texture and others tasting it.

Children learn how to keep themselves and others safe, by being reminded to walk, not run. They play well together by learning the rules for harmonious play through sharing and taking turns. Programmable toys such as electric cars, and a computer are available to develop children's skills in information and communication technology. Children's language skills are developed by, for example, staff using puppets during story time to encourage children to talk and pronounce words correctly. Children develop their imaginations as they play with toy figures and dress up, acting out roles.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

