

Thurmaston Village Pre-School

Inspection report for early years provision

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Inspector

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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

Thurmaston Village Pre-School is privately owned and has been under the current ownership since 2007. It operates from the Memorial Hall in the village of Thurmaston in Leicestershire. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for 26 children aged from two to eight years old. Currently, there are 17 children on roll, of whom all are in the early years age range. The pre-school is open each weekday from 9.15am to 12.15pm and from 1pm to 4pm on Tuesday, Wednesday and Thursday. There is also a breakfast club from 8.15am until 9.15am and a lunch club from 12.15pm until 1pm. The setting is only open during school term time and children attend from the local area.

The pre-school employs four staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the group because they are cared for by enthusiastic staff who know them as individuals. Therefore, activities reflect children's interests and these are supported by a range of good quality resources. Positive relationships are in place with parents and others who work with the children so their changing needs are always met. Staff make generally good use of observations and planning to ensure children have an individual learning experience. All required policies and procedures are in place and are used effectively to ensure the group provides a safe environment for children. Self-evaluation is generally used well to enable the setting to maintain continuous improvement. All recommendations from the last inspection have been implemented.

What steps need to be taken to improve provision further?

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

- develop further the systems to self-evaluate and monitor practice to bring about improvements to ensure the individual needs of all children are met
- develop further the arrangements in place to ascertain the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their role in safeguarding children and most have attended training in this area. A clear policy is in place which is shared with

parents and reporting procedures are robust which means children are well protected. Recruitment procedures are detailed and ensure that children are cared for by staff who are suitable and qualified. People who are not cleared are never left alone with children. Comprehensive risk assessments are in place for the premises and outings and staff also check daily to ensure the environment and resources are safe. Children learn about keeping themselves safe both in the group and when outside, as staff talk to them about any dangers and road safety. They also wear high visibility vests on trips which further enhances security measures in place.

All staff members are qualified and training is well supported to ensure children benefit from motivated staff who are up to date with current practice. Regular appraisals and staff meetings also ensure children are cared for consistently. Staff enjoy being with the children and the warm relationships in place ensure children feel supported and valued at the group. The staff team is generally using self-evaluation well to identify areas for improvement, such as working more closely with parents. However, this is not yet sufficiently robust to identify all areas for development.

Parents receive a good range of information about the setting and their children and understand they can see children's 'Learning Journeys' at anytime. A wide range of policies and procedures are in place so parents are clear how their children are cared for. Parents spoken to expressed very positive comments about the group and staff and thought they cared for their children well. Good systems are also in place to work with others who deliver the Early Years Foundation Stage to children which ensures they receive a consistent service.

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

Children eagerly enter the group and welcome their friends and their sense of belonging is fostered as they help to fund raise for others. For example, as they went on a walk for 'Barnados'. The setting has been designed to provide a good range of activities to engage children and promote their learning and development. For example, children laugh with delight as they gather inside a cardboard castle and staff encourage them to make marks by suggesting they draw on the walls. This helps them to cooperate and also to practise their writing and creative skills well. Staff have employed a wide range of measures to promote children's communication skills and confidence. These range from input from other professionals to small group work to encourage children to practise their speech. Children's social skills are also well promoted in these groups as they learn about simple rules and these are displayed pictorially to help them understand. Children also enjoy using basic signing which is an effective way of making sure all children can contribute to the group and feel valued.

Staff have a good understanding of the Early Years Foundation Stage and frequent observations clearly identify what individual children have achieved. However, the next steps in children's learning are not identified as regularly as possible. There is free-flow between activities and children's choices are promoted effectively by the

wide range of resources which they can easily access. They confidently explore their environment and laugh as they balance on beams and use their imaginations to try not to fall in the 'water' where the crocodiles are. Children learn about the natural world as they grow cress and bean sprouts which they eat at snack time, this helps them to understand how the earth can sustain them. They also learn about recycling and re-using materials well, for example, as they make musical shakers out of plastic bottles. Staff also promote children's awareness of the wider world effectively as they acknowledge a range of festivals and taste a variety of foods from other countries.

Children behave well and share and take turns as a matter of routine. They cooperate in activities, such as using the 'Milk Bar', which helps them to understand how groups work. Children are pleased with the praise they receive for their good behaviour and helping skills which promotes their self-esteem effectively. Children also help to clear away after activities which also promotes their sense of belonging and working towards a common purpose. Children have a secure understanding of effective hygiene procedures as they routinely wash their hands and understand why they do this. They also have a good awareness of healthy options as they cut up their fruit to enjoy at snack time. A 'Milk Bar' system is in place which encourages children to be responsible for their own needs and they help themselves to water throughout the session. This also promotes their independence well.

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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