

Lovat Hall Pre-School

Inspection report for early years provision

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Inspector	Hayley Marshall

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Type of setting	Childcare - Non-Domestic
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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

Lovat Hall Pre-School has been registered since 1974. It operates from within one room in a church hall close to the centre of Newport Pagnell. Children attend from the local area and from further afield. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open Monday, Tuesday and Thursday from 9.20am to 2.50pm and Wednesday and Friday from 9.20am to 11.50am, term time only. There are currently 14 children on roll aged from two years to four years of age. Children aged three and four years are funded for free early education. The pre-school currently supports a number of children with special educational needs/or disabilities, and those who learn English as an additional language. The pre-school is managed by a parent run committee. There are five members of staff, four of whom are qualified at level three. The pre-school is accredited with the Pre-School Learning Alliance and registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and feel exceptionally safe at the pre-school because staff take time to fully understand their individual needs. Partnerships with parents are highly effective as the parent committee and pre-school staff work closely together to make families feel welcome and included in all aspects of the pre-school. Wider partnerships are outstanding and as a result all children are making good progress overall in their learning and development. Recommendations from the last inspection have been effectively addressed and, taken with accurate evaluation systems, demonstrate that the pre-school has good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase children's understanding of ethnic, cultural and social diversity by expanding the range of positive images in the play environment
- improve children's creative and imaginative play by reconsidering systems for linking the indoor and outdoor environments.

The effectiveness of leadership and management of the early years provision

Arrangements to safeguard children are robust and reviewed regularly. Rigorous employment procedures check that staff are cleared as suitable to work with young

children. Staff are aware of how to keep children safe because they have a thorough induction process and are aware of their individual responsibilities. Risk assessments are extensive and along with staff vigilance are effective in helping children to feel extremely safe. Policies and procedures are generally thorough and underpin the day to day running of the pre-school effectively.

The high expectations of the manager are effectively communicated to all staff who are motivated and enthusiastic. Realistic action planning helps staff to build upon strengths and achieve good outcomes for all children. Self-evaluation is used well to identify areas of strength and weakness, making good use of an external auditing system. The manager and staff are confident in what they can do to make further improvements.

Adults have good knowledge of children's background and needs; as a result, all children are making good progress from their individual starting points. Staff identify children who need additional support and are highly effective in sharing information and working closely with agencies to make sure that children get the support they need. Children are beginning to learn about the society they live in through celebration of differing festivals such as Chinese New Year and Diwali. There are limited images in the play environment to help children see the pre-school's positive attitudes to ethnic, cultural and social diversity, however.

Excellent use overall of available resources and highly effective staff deployment mean that children thrive as a result of attending the pre-school. Children use a wide range of resources creatively and imaginatively, including recycled materials and extensive craft resources. Children are busy and move purposefully around the environment because the activities provided are stimulating and exciting for them.

A highly motivated parent committee work together extremely well with pre-school staff to gather the views, opinions and ideas of parents and children. Parents are highly complimentary of the pre-school and benefit from numerous opportunities to be actively involved in their children's care and learning. A monthly newsletter informs parents of activities and news, whilst a parent rota welcomes them to spend a session in the pre-school once a term. The pre-school is highly committed to working in partnership with others and has taken the lead in building relationships with local schools. The pre-school works closely with parents and other professionals in order to successfully promote the learning and development of children with additional needs.

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

Well-selected resources help children enjoy their learning and be active, imaginative and inquisitive learners. Staff are sensitive to children's needs and allow their play to follow its own direction. Children use magnifying glasses to search for a make believe foxes finding invisible footprints and involving all adults and children in the game. This high level of self-directed play is not nurtured in the outside area, however, because children do not take resources from inside to the outside area, which would allow them to continue their play. All children are

making good progress in relation to their capabilities and starting points because staff use careful observation to inform the planning of activities matched to individual requirements.

Children are highly inquisitive and work together extremely well. They are capable communicators and are able to express themselves fully and competently. Children attempt to write their own names and use plastic letters to try to spell out familiar words demonstrating an eagerness to learn new things. Children use their own initiative because they generally have control over what they want to play with as a result they are gaining useful skills for the future. Children behave well and feel a strong sense of belonging. This helps to create a calm and purposeful environment in which all can learn. A good relationship with adults in the pre-school boosts children's self esteem and allows them to collaborate with others successfully. Children are polite and respectful of each other and adults. Older children encourage younger children to join in when they approach activities.

Most children are starting to use the toilet independently and wash their hands afterwards; some younger ones still need gentle reminders from staff. Older children are aware of hygiene routines and like to remind adults to wash their hands before snack time. All enjoy freshly prepared and healthy snacks and are able to discuss the reasons why they must eat good food in order to be active. There is a wide range of physical activities outside to help children to enjoy exercise as part of their daily routine. Whilst walking to the outdoor play area children are able to demonstrate a superb understanding of the safety rules by walking not running, holding on to the walking bar and looking for vehicles in the car park.

Staff entrust children to carry out small tasks for themselves such as carrying their own chair and using scissors carefully to cut cardboard, displaying an outstanding sense of safety. Their sense of security is further fostered by the warm and caring relationships they share with the staff. This leads children to show concern for staff safety too, as they regularly remind adults to 'be careful' when using equipment and tools. The high quality adult interaction helps children to gain an exceptionally high sense of security and safety within the pre-school.

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	1
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	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	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	1
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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