

Staunton-on-Wye Pre-School

Inspection report for early years provision

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Inspector

Elaine Hayward

Setting address

Staunton-on-Wye Pre-School, Staunton-on-Wye Endowed
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Telephone number

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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

Staunton-on-Wye Pre-School & Kids Club originally opened in 1984. It moved into the current premises in 2010. It operates from two rooms in purpose-built building in the grounds of Staunton-on-Wye Primary School, Hereford. All children share access to a secure, enclosed outdoor area. The setting serves both the local and wider catchment areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 30 children. There are currently 24 children on roll age from two to four years in the early years age range. Children attend for a variety of sessions. Sessions are from 8.30am until 3.30pm each weekday during term times only. The setting also offers care for older children before school everyday, from 8.30am to 9am, and after school on Tuesdays and Fridays, between 3.30pm to 5.30pm.

Seven members of staff work with the children. One holds an Early Years Foundation Degree and three staff are qualified to level 3, with one staff member qualified to level 2. There are very close links with the primary school and the setting receives support from the local authority and works in partnership with other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are offered an excellent range of experiences supporting their learning highly effectively, ensuring they make excellent progress towards the early learning goals. The setting is wholly inclusive and each child is valued and respected. The majority of staff are well qualified and totally committed to ensuring the needs of each child are clearly identified and met. Extensive, purposeful and close partnerships with parents, the school and other professionals are significant in successfully promoting children's welfare and learning. An ongoing, highly effective system of self-evaluation ensures continuous improvement is sustained and further enhances a setting that meets the needs of the children extremely successfully.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending partnerships further with other providers to enhance children's experiences.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well because staff fully understand their roles and responsibilities in protecting children in their care. Robust recruitment and vetting procedures followed by in-depth induction for new staff ensure the safety and well-being of all. Risk assessments are robust and enable children to move freely and safely around the setting and on outings. Resources are in abundance and of an excellent quality. Effective staff deployment and key worker systems ensure that children are well supervised and supported at all times around the lovely, exciting purpose-built premises. A fully comprehensive range of policies, procedures and documentation, shared with parents, enhance the excellent practice and ensure the safe and efficient management of the setting.

Practitioners are highly motivated and passionate about the service they provide, sharing a clear vision of what they want to achieve, embedding ambition and driving improvement. The views of others are sought and acted upon, including parents, children and other professionals. Practitioners work closely together as a team to find and implement systems to develop the provision and enhance children's experiences.

Equality and diversity lie at the heart of the setting, supported by close and extremely effective engagement with parents and carers. Exchange of information is two-way and ongoing. Great care is taken to ensure parents are well-informed about all aspects of the provision through many means, such as white boards, mind-maps and notices informing parents of planning and of what children have done throughout the day. Newsletters and frequent activity days further inform and involve parents. Home visits also take place to help children settle. Learning Journeys are shared with parents, encouraging their views and involvement. A very close partnership with the school further supports children's development and well-being. Effective partnerships with other providers are also in place. Extension of working and sharing resources, activities and practice with other settings is an area identified for further development in order to further enhance children's experiences.

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

The setting is totally child-orientated and promotes extremely happy, confident and independent children. Children benefit from an excellent balance of child-initiated and adult-led activities. Effective planning, ongoing observations and assessment ensure that children move forward at a pace appropriate to their individual needs. Children are clearly motivated to achieve and develop positive attitudes to learning. Children make excellent progress in all areas of learning and development given their age, ability and starting points. They are extremely well supported by dedicated and enthusiastic staff who provide exciting and stimulating activities which capture children's imagination. There is fun and laughter along with concentration and involvement throughout the day.

Children thoroughly enjoy their time at the setting, making very close bonds with the adults who know them extremely well. Staff ensure they learn as much as they can about the children in their care, creating continuity between home and setting. Children love the involvement of parents as they come into the setting. They are proud to show their achievements. Staff praise the children and raise their self-esteem and curiosity, asking questions to make them think. Children learn about sounds, numbers, positional language and colours through everyday activities, displays and effective communication. Staff and children together can be seen totally involved in their imaginative play as they dig and bury their treasure, hiding it from the pirates! A child then fetches a metal detector to ensure they can find it again. She knows that new batteries are needed and how to fit them.

Children love the freedom to play indoors or out in their lovely surroundings. As they freely access their resources they show their independence and understanding of self-care, selecting and putting on their wellingtons to keep their feet dry. They have plenty of space to climb or ride their trikes and cars, choosing their favourite from an extremely wide selection. Children's transition into school is enhanced as they share playtimes each week with children from the adjoining school. They get to know the routines, children and teachers. Children learn about nature, caring for plants and healthy foods as they grow and tend vegetables such as potatoes, carrots and chard. They are proud of their enormous sunflowers. They examine and compare pumpkins grown indoors and out. Their understanding of healthy foods is further enhanced as they dig up the vegetables when ready, help prepare and eat or take them home to share. They enjoy fresh fruit at snack time and cooking foods from around the world. Lunchtimes are sociable occasions when children and staff sit together to talk about their food and their interests, enjoying their packed lunches or a well-balanced cooked meal. Their understanding of sustainability is encouraged as they place rubbish into the correct containers - to be thrown away or for the compost bins. They talk of the worms in their very own wormery! They learn about the wider world as they feed lambs, visit the library, as they celebrate festivals from around the world or access a wide range of resources. They see their names written in Chinese as well as English.

Children's independence is further encouraged as they take responsibility for handing out cups and snacks, with please and thank you. They behave extremely well, learning to share and care for each other through clear discussions and explanations, following staff who act as good role models. Staff and children listen to each other. Children respond and join in enthusiastically when singing in a 'grumpy' voice. They clearly feel safe and secure with lovely interaction with each other and adults. They learn about safety as they hammer and saw wood with adult tools. They understand the importance of drinking as they access water from the dispenser. Children clearly explain the importance of washing hands to stop 'germs getting in your tummy and making you poorly'. Children are enabled to become independent, active and inquisitive learners, helping them develop skills 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?	1
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	1
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	1
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

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	1
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

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