

Dundry Pre-school

Inspection report for early years provision

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Inspector Rachael Williams

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Dundry Pre-school is committee run. It opened in 1993 and operates from the village hall. It is situated in the rural village of Dundry on the outskirts of Bristol. Children have access to the hall, classroom, green room and associated facilities. There is an enclosed area for outdoor play.

The group is registered on the Early Years Register for a maximum of 24 children from two years nine months to the end of the early years age range. The pre-school is open each weekday from 9:15 am to 12:15 pm during school terms. On a Tuesday and Friday a lunch club is offered until 1:00 pm. At present, there are 12 children on roll; some of whom are in receipt of early education funding for three and four year olds. The group have experience of caring for children with special educational needs and/or disabilities and for children who have English as an additional language.

The committee employs seven members of staff to work directly with the children. One of the joint managers is a qualified teacher. All other staff have level 2 or above early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Positive and caring relationships have been established with the children who are confident within the well-organised learning environment. They make generally good progress in their learning as they engage in well-planned activities. Children's welfare is promoted effectively and children's well-being is safeguarded. Partnership working at all levels enables continuity in children's care, learning and development. The committee and staff work together to monitor the provision and, on the whole, actions are well targeted to bring about improvements in the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further consistent assessment arrangements to monitor children's coverage of all aspects of the areas of learning alongside their stages of development to clearly show progression from their starting points.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure environment which is effectively monitored, for instance; through the use of a visitor's record. There is buzzer entry to the provision and all visitors are warmly greeted by a member of staff and their identification verified. There are good arrangements in place to ensure the safe collection of children by suitable adults. Key members of staff have good knowledge of child protection issues to enable appropriate procedures to be followed, should an incident occur. There are robust systems in place to ensure that all staff working directly with the children are suitable to do so; for instance, through effective vetting, recruitment and induction arrangements. Staff are very vigilant of children's safety and have identified potential hazards to the children. These are recorded on written risk assessments which are continuously developed to improve children's well-being.

Children are cared for by experienced and well-motivated staff, who are proactive in accessing relevant training to improve outcomes for children. For example, relevant training is to be accessed for staff who have responsibility for safeguarding which will be cascaded to all practitioners to ensure procedures are well understood and implemented. The environment is warm and welcoming for instance, displays adorn the classroom walls at children's height. Consequently, children have a good sense of belonging and feel valued. Children make choices about their play and are able to independently access an abundant range of high quality toys and resources, which are regularly rotated. Resources reflect the rural community and there is a good range of resources to represent the diversity in our society, including positive images of disability.

The group use a quality improvement plan to effectively monitor the provision. On the whole, actions are well targeted. For example, the group have recently received funding to improve their outdoor provision. Staff have been proactive in assessing the needs of the children for instance, different surfaces have been provided. Staff continue to evaluate the provision and the impact it has on the children. For example, they have realised the need to provide a canopy for the outside area so that it can be accessed all year round and to provide children with a mobile rack to store their wellington boots and coats to further promote their independence. As yet, parents are not fully involved in the self-evaluation process although, this has been highlighted as an area for improvement. Sound progress has been made since the last inspection and recommendations raised have been fully addressed. For example, parents now have access to policies and procedures which are regularly reviewed and updated.

Partnerships with other early years providers are developing well to enable continuity in children's care. For example, communication diaries and targets are exchanged on a regular basis. The group have experience of liaising with health professionals to support children with special educational needs. Parents are very happy with the care of their children especially the varied opportunities on offer and the wealth of information they receive for instance, through the news letters, chalk board and prospectus. Parents willingly offer their time to support the group

for instance, through membership on the committee.

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

Children make good progress in their learning. Well thought out topics and activities encourage children's engagement in a broad and balanced range of experiences. Staff interact effectively with the children and thoroughly support their developing communication skills. For example, staff encourage children to think processes through such as, how to retrieve a train which has fallen off the track. Children communicate their ideas well for instance, to use a 'hydraulic jack' to lift the train back on the tracks. Staff listen well to children's ideas. For example, when creating corn dollies one child suggests that he would like to make a lady tractor driver instead. Staff support this idea by suggesting that they use recycled materials to make a tractor later in the week. Staff provide children with a good range of 'open ended' resources to encourage their imaginative play. For example, children use nets to catch bears in response to a story that they heard the previous day. Children sequence events well and thoroughly enjoy retelling a favourite story. They thoroughly enjoy revisiting the story; listening to it on the computer and joining in with repeated refrains. Children thoroughly enjoy exploring the outdoor environment and, on their 'welly walk', they collect natural objects to put in their caves to investigate later with the torches.

On the whole, staff observe children's engagement in activities well and routinely record their 'fascinations and interests'. This information is used effectively to influence future planning and to identify learning priorities. Staff make sensitive observations of the children's achievements. However, observations are not consistently linked with aspects or stages of development therefore, progression is not clearly monitored.

Positive and caring relationships have been established with staff. Consequently, children feel confident and settled within the environment. Children's behaviour is very good as they are clear on expectations and boundaries. Children respond well when they hear the 'alphabet song' and line-up ready to go into the classroom to discuss the morning's activities. Staff are very good at developing cooperative play and encourage children to negotiate and solve conflicts independently. For example, a child is encouraged to use his words rather than actions to show that he would like to go with the train. Children relish the appropriate and consistent praise they receive.

Children are aware of their own needs and are developing good understanding of healthy lifestyles. For example, one child acknowledges that she is hungry and has not accessed the snack bar. Children are aware of hygiene routines and access the toilet facilities to wash their hands before eating. They make healthy choices from a selection of cheese and crackers, grapes, orange and banana. Children are able to pour their own drinks if they are thirsty and do so confidently. They are becoming aware of the importance of exercise through their discussions. They

confidently use the climbing frame and are aware of their own safety. For example, they know that they must not use it until the mats are in position. Children confidently manoeuvre ride-on toys. They negotiate space well and adjust their speed to avoid collisions. A dedicated space is provided in the large hall for active play and children are aware of maintaining safety in this area.

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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