

Longden Pre-School

Inspection report for early years provision

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13/10/2011

Inspector

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Setting address

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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*.

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Description of the setting

Longden Pre-School registered in 2011. The group operates from purpose-built premises within the grounds of Longden Church of England Primary School in Longden, Shropshire. Children have use of enclosed outdoor play areas and the school grounds. The group serves the village of Longden and surrounding rural communities.

The pre-school opens Monday to Thursday during school term times. Sessions are from 8.50am until 11.50am, with a lunch club until 12.20pm. Monday and Thursday have addition sessions in the afternoon until 2.50pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register. A maximum of 20 children may attend the pre-school at any one time, all of whom may be in the early years age range. There are currently 12 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-olds.

The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the welcoming setting. It provides opportunities for children to take part in a wide range of activities which help them to develop. Systems to monitor children's progress are in developing. Although there is a commitment to ongoing improvement, self-reflection of practice needs to be implemented. Most documentation is in place, however, arrival and departure times for children is currently not recorded. Positive partnerships are developed with parents and contribute to continuity in children's care and learning.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure a daily record of children's hours of attendance is maintained (Documentation). 27/10/2011

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

- develop observations further to evaluate and identify learning priorities to support children's progress towards the next steps
- use self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are effectively promoted and protected. All practitioners have a sound knowledge and understanding in regard to their legal duties and responsibilities to safeguard and protect children. Written policies and procedures ensure that systems are robust and effective, including if an allegation is made against a member of staff. However, daily registers for children are not completed appropriately as they currently only record if children are present and not the actual times of arrival and departure. Effective risk assessments are conducted for all areas and activities, and daily checks are undertaken. This ensures that children are kept safe from harm. Children's behaviour is managed effectively and in a manner appropriate for their age and stage of development. This ensures that children enjoy a safe and harmonious environment.

Practitioners develop warm and caring relationships with all children and work effectively together as a team. The setting is warm and welcoming and the range of equipment is well maintained and stored for children to safely and independently select activities for themselves. Information is exchanged with parents on an ongoing basis to ensure each child's care needs are identified and met. For example, home/pre-school books are in place and the setting write the daily activities on a board, which is placed outside. Information is also obtained in relation to what children can do and their interests, which helps to provide a picture of the children's starting points in learning. Parents and carers are actively involved in their children's learning and development and they contribute to their progress, including supporting learning at home. For example, children eagerly bring in items from home for the colour of the week. However, systems are not established to ensure that parents are given an up-to-date picture of their child's achievements and next steps in learning, as evaluation of activities is not formalised. This does not ensure parents are fully supported to be involved in their child's learning.

The setting has clear procedures in place to liaise with other agencies to support children. Strategies are in place, although are not currently required for children with special educational needs and/or disabilities and to support children for whom English is an additional language. Children benefit from continuity of learning and care because the setting liaises with other providers delivering the Early Years Foundation Stage for them. The practitioners are currently working with the reception teacher, introducing the children on the same phonic words they are working with in school.

Practitioners are well qualified and systems are in place to support their professional development. However, although areas for improvement and development have been identified, systems such as the self-evaluation form and the review of records and systems have yet to be fully implemented to ensure that continuous improvement is sustained. Equality and diversity are sufficiently promoted in the setting through planning and resources to help children develop an awareness of the society they live in.

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

Children are making satisfactory progress in their development and learning. All areas of learning and development are delivered through planned purposeful play, with a balance of adult-led and child-initiated activities. Children benefit from the positive reinforcement used by practitioners in play and review. All children enjoy the opportunity to use the green bike while outside. One child explains to the inspector that he enjoys riding the bike on the chalk track he made earlier on the outdoor area. Activities are fast moving and relevant for the age and concentration level of the children. Parents are encouraged to become involved in activities, which helps to promote children's learning at home.

Mark making and creative play are encouraged, as the children have the opportunity to continue these activities indoors or out. Displays around the room help children's self-esteem as they talk about their life-size portraits. They particularly enjoy drawing around each other on the paper. This also helps to develop their awareness of shape size and space.

In general, the learning environment effectively supports children's independence and curiosity to become active learners. Children benefit from play in and outdoors as the setting is organised to enable children to move freely between the two. The setting has an appropriate range of equipment and resources, and these are organised to enable children to self-select. Children enjoy using the headphones and the CD player to listen to story books. They were able to ask for assistance from the inspector and practitioners to 'turn the page' as they listen to the story. Children learn about the wider world as they celebrate festivals, such as Diwali. After listening to a short story about Diwali they enjoyed using the coloured plasticine to make a holder for the tea light, decorating this with glitter.

Children develop positive relationships with the practitioners and other children in the setting. They are learning to share and take turns. Discussions, routines and topics support children to develop a strong understanding of safety in the setting. Children are gently reminded about washing hands at appropriate times during the day, and they know and understand about germs. Children learn about how some foods are healthier than others as they enjoy a snack time mid-way through the morning session. Fresh water and individual cups are available for the children should they need a drink during the day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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