

Pinvin Community Pre-School

Inspection report for early years provision

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Inspector	Jan Healy
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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

Pinvin Community Pre-School is a committee run group that registered in 1992. They are registered on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. It operates from Pinvin Memorial Hall in the centre of Pinvin near Pershore, Worcestershire. The pre-school is registered for a maximum of 24 children from two years until the end of the foundation stage. The pre-school opens from 9am until 3pm and there is an after school club from 3pm until 6pm when the older children join the younger ones. The pre-school is term time only and runs Monday to Friday. Currently there are 17 children on roll in the early years age group. There are ten staff who work with the children one of whom holds a level 5 qualification. Five hold a level three qualification and two are currently undergoing training. The pre-school supports children who speak English as an additional language and children who have a special educational need and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely confident and self-assured. They are making very rapid progress in their learning and development as the staff recognise the uniqueness of all the children and routinely meet their individual needs. The staff have meticulous knowledge about safeguarding which is given utmost priority to ensure the children's welfare and happiness. Dynamic steps are taken to help the children's understanding of similarities and differences in the society in which they live, even in this predominantly single culture setting. The staff aid the children to increase their independence the majority of the time. Partnerships with parents and other providers who deliver the Early Years Foundation Stage are used to promote high quality education and care. A successful method of self-evaluation aids the staff to continually assess the provision to enable them to make continuous and positive improvements.

What steps need to be taken to improve provision further?

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

- improve further children's opportunity to learn more about helping adults in everyday activities, for example, in the preparation of snack.

The effectiveness of leadership and management of the early years provision

The pre-school have robust policies and procedures which are highly comprehensive and are used to maximise the children's health and safety. The staff have excellent understanding about their responsibilities in safeguarding the

children and so they attend regular training to keep their knowledge up to date. A designated person for child protection works closely with outside agencies to help protect the children's welfare. The staff are vigilant in supervising the children, being particularly conscious of their safety when taking the children swimming and to the allotment. A successful recruitment plan ensures the staff are suitable to work with young children. Meticulous risk assessments take place in the playroom, the garden and each time the children leave the premises, which helps identify any hazards which the staff minimise.

The manager is extremely enthusiastic and is committed in using a wide variety of methods to introduce new skills and knowledge to her staff. Her inspiration results in them continuing their learning and updating their qualifications, for instance, in furthering their understanding about the advantages of the children attending a forest school. This contributes in bringing new and exciting ideas to the pre-school. Morale is exceptionally high as the staff are happy. This has a positive impact on the children's feeling of safety and security. An exemplary method of self-evaluation helps to continually drive improvement, with parents and children having the opportunity to contribute their ideas. The staff use and manage their resources successfully, which aids in meeting the needs of the children. Furniture, equipment and resources are of high quality and are suitable in supporting learning and development. The staff provide an inviting environment that is organised to aid the children's independence. Children swiftly learn to respect their toys and take care of their books because they want to play with what is available. The staff actively promote equality of opportunity. They provide the children with a wide range of resources that reflect positive images of diversity, such as jigsaws, dressing-up clothes, books and dolls. They celebrate a broad range of festivals to help further the children's understanding about the wider world.

The staff share a highly positive relationship with the parents which is based on mutual respect and trust. Information about the pre-school is of high quality, comprehensive and easily accessible. Parents value the successful settling-in procedure and the two-way flow of communication which keeps them up to date about the progress the children are making. Their views are sought and acted upon via questionnaires and they are made very welcome upon arrival. Parents are encouraged to continue their children's learning at home. The staff are extremely highly skilled at developing wider partnerships which contributes well in supporting individual children's needs. The staff are extremely motivated in aiding the children's transition into school and share a strong relationship with local teachers who are invited to meet the children in pre-school.

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

The children arrive happily, greet their friends with glee and are eager to learn. They swiftly settle to an activity of their choice due to the significant support and attention they receive from the staff. They are fully aware of the routine and excitedly await the arrival of a musical movement teacher. Older children are very considerate of the younger ones and help them with everyday tasks, such as to zip their coat for outdoor play. Resources are extremely well organised, enticing the

children's attention. This results in them making choices and selecting equipment for themselves which encourages them to become increasingly independent. During snack, however, the children do not have the opportunity to prepare their own food.

Children speak clearly and audibly with confidence and control and show an awareness of the listener during conversation. They listen with enjoyment to stories and songs as well as to poems and music. They write for a purpose, such as their name on their paintings. The children have the opportunity to engage in a balanced programme to help further their numeracy skills to learn about shape and measure and to recognise and follow patterns. Time is given for the children to problem solve when attending the forest school and when making a bed suitable for a particular doll. Ample opportunities are available for the children to learn about modern technology and they confidently load games onto a computer. Children express their creativity through dance, acting during story and role-play based on their own first-hand experiences. They respond to what they smell, touch and taste during baking activities. Models are created from recycled material, whilst the staff teach them about the importance of respecting their environment and avoiding waste. The children are making a positive contribution by cooperating with each other during play, by joining in with team games and sharing the toys.

Varied and exciting teaching methods results in the children achieving their potential as the staff have expert knowledge about how young children learn. The staff know the children in their care extremely well and so successfully provide for their individual needs, resulting in them making outstanding progress in their learning and development. Thorough assessment through high quality observations aid the staff to identify the children's stage of development and to plan for their further learning. Play opportunities challenge the children's thinking and encourage them to develop their skills for the future.

The children have a wealth of opportunity to learn about how to lead a healthy lifestyle, such as growing their own vegetables, including beans, peas, leeks and onions. They expertly pickle beetroot, which they sell to raise funds for new toys. They are extremely active and freely access the outdoor play area where they learn about the benefits of exercise. They go swimming which not only helps to further their fitness but also enhances their confidence. The staff are unfailingly positive and share a warm and affectionate relationship with the children, which creates an exceptional feeling of safety and contentment. Each child has a key person who knows them extremely well and who successfully supports their learning and development and promotes their welfare. The children have an excellent understanding about how to remain safe when engaging in everyday activities and when attending the forest school, where they learn to use tools with skill and dexterity. Behaviour is exemplary, with the children having an exceptional understanding about the importance of working as part of a group. They have an excellent understanding about the need for agreed codes of behaviour and apply these to keep themselves safe.

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