

Fen Drayton Pre-School

Inspection report for early years provision

Unique reference number 221777
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Inspector Carole Lyne

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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

Fen Drayton Pre-school opened in 1982 and operates from the village hall in Fen Drayton, Cambridgeshire. All children have access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 25 children at any one time. There are currently 22 children from two years to four years on roll. The provision is in receipt of funding for nursery education.

The pre-school is open during school term times only on Monday and Thursday from 9.15am to 12noon, Wednesday from 9.15am to 12.noon and from 12.45pm to 3.15pm and Friday from 9.15am to 3.15pm, including a lunch time.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress in their learning and are able to access a wide range of appropriate resources both inside and outside. There are satisfactory links with parents and other early years professionals and agencies. Self-evaluation is being undertaken with a member from the local authority helping to identify areas for improvement. Staff are developing planning to ensure children's interests are taken into account and opportunities are provided to challenge children. Children's records have been developed, but they are not organised, making it difficult to track children's progress. Most regulatory paperwork is in place and kept available for inspection.

What steps need to be taken to improve provision further?

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

- ensure that records are kept onsite of the information they have used to assess the suitability of staff to demonstrate to Ofsted that checks have been done (Safeguarding and welfare) 03/11/2011

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

- ensure planning consistently takes into account the interests of children and provides opportunities to challenge children to further extend their learning

- and development
- make sure observations are more consistent and effectively presented in children's records so it is easy to track children's progress.

The effectiveness of leadership and management of the early years provision

The leader shows a clear understanding of her responsibilities with regard to protecting children. Staff attend appropriate training and have a full understanding of the procedures and policies in place to manage any concerns they may have about children in their care. Staff monitor the arrival and departure of children and the building is very secure. Staff use risk assessments and daily checks of the indoor and outdoor environments and resources effectively to ensure any risks are minimised and children can play freely and safely. However, they do not keep records in the setting, of the checks made on staff to ensure they are suitable for employment to work with children. This is a breach of the Statutory Framework for the Early Years Foundation Stage.

The staff are gaining a sound understanding of the Early Years Foundation Stage and set up the environment both inside and outdoors with a wide range of accessible resources to cover all areas of learning. On entering the setting, children quickly become engaged in activities of their choice and are making satisfactory progress in all areas. All children are welcomed into the setting and staff are gaining an awareness of the needs of children with special educational needs and/or disabilities.

The leader is beginning to reflect on the practice in the setting and is aware of some strengths and weaknesses. She has made improvements to both the inside and outside environments, offering a wide range of resources which children can access independently. This results in children being engaged in activities and generally making sound progress. Planning is beginning to include children's interests, but does not include ways to provide challenge and further extend the learning of all children. Children's records are not well-organised making it difficult to track the progress they have made in each area of learning.

Staff work well together and form very strong relationships with children. Parents are beginning to share information with staff about their child's progress at home by adding comments on the 'home achievement' board. This is leading to stronger links between parents and staff. Parents report that the staff are very approachable and offer kind and caring support to their children. Staff are beginning to develop appropriate relationships with other professionals involved with children, such as Speech and Language Therapists which has positive outcomes for children.

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

Children are establishing good hygiene routines as they wash their hands to remove germs before they eat. They are starting to develop healthy lifestyles as they freely access drinking water during the session and eat healthy snacks. Children have good support from the adults to develop their physical skills and discuss the importance of exercise. The children are happy and feel safe and secure due to the close relationships they form with the staff and each other. This gives children the confidence to become independent and settle quickly to activities. This has a positive impact on behaviour which is good at all times. Staff gently remind children of the rules, for example, not running in the hall, discussing with them the consequences of their actions. Children have many opportunities to handle a range of tools safely, for example, scissors, rolling pins, cutters and spades.

Staff are developing planning, but it does not take into account the interests of children nor provide opportunities to challenge and extend children's learning. Staff are becoming more confident when writing observations, but there is still a lack of consistency. These are not organised well in children's record folders making it difficult to track children's progress. Children are confident to talk to the staff who listen attentively to them. They play alone or in small groups, talking happily to each other as they make up stories in the role play area where a group of children make treasure maps for their 'super hero' play. When a member of staff sits in the book area the children become very engaged in the story, joining in discussions and answering questions well. Some children use the mark making area to develop their writing skills.

Topics, such as harvest, give the children opportunities to explore the local environment as they visit the Church and have visits from local workers. They grow seeds in the garden giving them an understanding of living things, as they water them each day and watch them grow. A few children explore the simple technology resources. Staff model good mathematical language to the children, hence they use vocabulary of shape, size and colour when making collage pictures and when playing in the sand. Children count and recognise numbers on puzzles and are beginning to recognise the sequence of numbers, saying that one and two come before three. Children are generally making sound progress in their learning and development across all areas. They are developing satisfactory skills for the future as they start to become active and independent learners. There are opportunities to learn about similarities and differences as they explore resources and pictures to celebrate festivals.

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	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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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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