

Stanwick Pre-School

Inspection report for early years provision

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Inspector Melanie Eastwell

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Stanwick Pre-School is a committee run setting that re-registered in 2011. It operates from the village hall in Stanwick, Northamptonshire. The pre-school has sole use of the main hall during opening hours. The pre-school operates during term time only on Monday and Tuesday from 9am to 1pm including a lunch club and on Wednesday, Thursday and Friday from 9am to 12noon.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children at any one time. There are currently 21 children aged from two years to under five years on roll. The pre-school is in receipt of nursery education funding and is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

The pre-school employs five members of staff, four of which hold appropriate early years qualifications. The pre-school receives support from an advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team has a good knowledge of each child's unique needs and this enables them to successfully promote their welfare and learning. The children are safe and they enjoy the staff's positive interaction with them. Good partnerships with parents are significant in making sure that the needs of all children are met and that any additional requirements can be managed. This partnership working contributes to children progressing well. The staff and committee have begun the process of self-evaluation which identifies their priorities for continued development.

What steps need to be taken to improve provision further?

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

- extend further the opportunities for children to be able to help themselves to the resources and to make choices and decisions about their play and activities
- develop further the processes of self-reflective practice to involve the parents and the children and to consider the impact on the children of the staff's actions and involvement with them.

The effectiveness of leadership and management of the early years provision

This pre-school has recently moved to new premises. The staff team have maintained the previous good levels of organisation and care of the children since the move. Effective record keeping and the maintenance of written risk

assessments promotes children's safety and welfare and this is given high priority by the staff. There are clear procedures in place for the recruitment and retention of suitable members of staff. Most of the staff members have completed training in safeguarding and systems are in place to ensure the Local Safeguarding Children Board procedures are followed in the event of any concerns. The risk assessments have been updated to take account of the new premises and the staff work well together to ensure the close supervision of the children, particularly when they need to access the toilet areas and when they have free-flow play opportunities between the hall and the outside play area. Children have access to a good range of activities and resources that cover the six areas of learning and are set out by the staff. They are able to make decisions and to move freely between their activities. Some opportunities are available for children to be able to help themselves, such as to the dressing-up clothes and to books and they can ask for different items from the cupboards. However, these opportunities have not yet been extended in the new premises to ensure that all children are freely able to help themselves to resources, relating to all six areas of learning.

The pre-school staff are currently in the process of implementing systems for self-evaluation. All members of staff are involved in the process before the document is shared with the committee for approval. The pre-school demonstrates a good capacity for continuous improvement. For example, appropriate steps have been taken to address previous recommendations and the staff members have continued to update their core training, such as in first aid and safeguarding. The staff team have identified their main priorities for future development and they are keen to continue with this reflective process in order to develop the involvement of the parents and the children, as well as monitoring the changes made since the move to the new premises.

Children benefit from the strong partnerships between their parents and the pre-school staff. Parents have access to a notice board in the entrance hall, as well as information about funding, photographs and a comments book on a table by the entrance. The staff record information on an easel each day about the activities their children have enjoyed, as well as details about what they have had for their snack. The staff members make themselves available to talk to parents when they arrive to collect or to drop their children off and regular newsletters are produced. Parents can request to see their child's progress file whenever they wish and they are expected to complete registration forms when the child starts attending. Parents are welcomed into help in the pre-school and they describe effective settling-in procedures and ongoing partnership working. This contributes to a consistent approach for the children attending.

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

Children demonstrate that they are confident and settled in this friendly pre-school. They move around between their chosen activities and most are confident to ask for items they want or for alternative activities. They approach the staff to initiate conversations and ask them to read stories in the comfortable book area.

Children's independence skills are promoted because they are involved in helping to tidy away, they have steps at the sinks in the toilet area, so they can wash their hands and they enjoy becoming involved in making sandwiches and pizzas for snack time. They are learning about managing their own personal hygiene because the staff remind them to wash their hands after chalking activities in the garden area and before they prepare the sandwiches. All children are treated as individuals and with respect. The staff know them all and enjoy sitting with them at the activities, talking to them about what they are doing. The children know the daily routine and respond to the staff when it is time to tidy away. Then they all gather enthusiastically on the mat ready for story time. Children begin to learn about diversity through a range of resources, including books, dolls and dressing-up clothes. They take part in celebrations and festivals, including the recent Royal Wedding, Diwali, Halloween and bonfire night. The children are also involved in the village community. For example, they visit the local school and the post office.

Children are provided with a good range of activities that are linked to the six areas of learning. They often work together during their play, demonstrating collaboration and confidence. For example, following a member of staff reading a story to a small group, one of the children sits on the chair and holds the book up, so the other children can see it, they encourage their friends to join in with familiar rhyming sections or to point out items in the pictures. Later, outside, these children draw a picture with chalks that is linked to the story they heard and re-read earlier. A group of children work closely together building the train track and vehicles. Some negotiate how best to fit the track together, while others work on joining the trains and carriages.

Effective systems are in place for the planning of activities. These take account of individual children's interests and their identified next steps. The plans are completed by the staff team, they are monitored to ensure that all areas of learning are covered throughout the year and are adaptable to take account of any spontaneous suggestions made by the children. Each child has a file that is well presented and contains the regular observations and the observations made each half-term by the staff. The observations are linked to the relevant areas of learning and are used to inform the next steps for individual children. The observation and assessment procedures clearly show children's progression in their learning and development.

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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