

# Shilbottle Friendly Frog Pre-School

Inspection report for early years provision

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<b>Inspection date</b>	09/11/2011
<b>Inspector</b>	Anthea Errington
<b>Setting address</b>	Shilbottle County First School, Shilbottle, ALNWICK, Northumberland, NE66 2XQ
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<b>Email</b>	
<b>Type of setting</b>	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

Shilbottle Friendly Frog Pre-School is run by a group of directors of a Limited company. It was registered in 1995 and moved into new accommodation in January 2007 then re-opened as a limited company in May 2010. It operates from within a single storey mobile building in the grounds of Shilbottle First School in Alnwick, Northumberland. The pre-school serves the immediate community and surrounding areas. There are no issues which may hinder access to the premises. A maximum of 24 children aged two to five years may attend the setting at any one time. There are currently 27 children on roll. The group is open Monday, Wednesday, Thursday and Friday from 8.45am to 3.30pm and Tuesday from 8.45am to 11.45am, term time only.

The provision is registered by Ofsted on the Early Years Register. The setting receives support from the local authority and participates in a foundation stage liaison programme with the school reception teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an extremely warm, caring and inclusive environment where the staff members are fully aware of children's individual development. Their supportive relationships with the children, as well as their extensive knowledge of childcare, underpin the excellent progress children make in their learning and development. Staff demonstrate a clear knowledge of the Early Years Foundation Stage, and robust systems to observe and assess children are in place, which ensures their next steps of learning are skilfully planned for. This, combined with purposeful links with parents and other professionals, ensures that children's overall needs are very well met. Highly effective systems for ongoing self-evaluation ensure the setting continually improves on the quality of the provision it offers.

## What steps need to be taken to improve provision further?

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

- making further use of posters, pictures and other resources to show a positive attitude towards disability and diversity.

## The effectiveness of leadership and management of the early years provision

Staff members are clear of their role and responsibilities to ensure children's safety and well-being and of the procedures to follow should they have concerns. The written informative safeguarding policy ensures parents are aware of the

procedures followed. Documentation evidences that all staff are vetted and the identity of visitors checked. All required documents are in place, including accident, medication and attendance records, as well as thorough written risk assessments and daily safety checks for all aspects of care, which greatly reduces the risk to children. Staff deployment is very good and staff work hard to ensure all areas are fully supervised at all times. A detailed evacuation plan is in place to support children's safety, accompanied by a record of fire evacuation drills.

Documentation is comprehensive, clearly formatted and is effectively organised to support the efficient and safe management of the provision. There are sound policies and procedures in place which parents receive copies of. The staff team are extremely dedicated and committed to continuous improvement and have worked closely with other professionals to complete a Focus Improvement Plan. It is both thorough and evaluative and takes into account the views of all users, providing an accurate assessment of strengths and areas for improvement. The resources are very well organised and are displayed to encourage children to not only self select, but also to give an understanding of how to sort and organise them to pack them away when they have finished playing with them. The setting displays a positive attitude towards equality and diversity and all children are encouraged to participate in the full range of activities available. Children are taught to respect and accept differences and have access to a sufficient range of resources which further develop their awareness and understanding of the wider world.

Staff are highly motivated and ensure first class relationships with parents are maintained. Parents have access to a broad range of information including well-written policies and procedures and children's individual learning journals which they are invited to contribute towards to ensure continued shared care. In addition they receive regular information through comprehensive newsletters as well as informative notice boards. The support and opinions of parents are highly valued by the setting and they value any comments made to them through regular discussion, with the use of the suggestion box. Parents comment on the very good care their children receive, stating that their children love attending the pre-school. The setting is committed to maintaining positive relationships with other provisions delivering the Early Years Foundation Stage and work closely with the adjoining school, ensuring the efficient exchange of relevant information about individual children.

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

Staff demonstrate an excellent understanding of the Early Years Foundation Stage and child development. This, combined with the use of a highly effective key worker system, detailed observation and assessments, and individual learning goals for each child, ensure they are making excellent progress in all areas.

Children clearly enjoy their learning which is evident through their engagement in the activities and the way they respond to the staff members and other children. For example, children interact extremely well with one another as they organise

their play, displaying purposeful negotiating and social skills. They constantly receive purposeful support from the staff members so they feel safe, valued and secure, which increases their desire to learn. Children's communication skills are developing well; they are highly confident and articulate. This is evident through their clear enjoyment of a favourite book about a dragon tree where they join in enthusiastically with the story. Children demonstrate excellent recall skills as they re tell the story using the pictures displayed, and display a great sense of humour as they state 'the dragons food might be salty'. Staff are highly skilled in engaging with children and encourage further interaction through the use of rhymes and songs in which children are eager to participate. In addition they have many opportunities to practice their mark making skills as they access various media available. For example, children confidently complete their own name cards at registration. Staff ask lots of open-ended questions to extend children's learning and encourage them to problem solve. For example, they encourage children to identify sizes and shapes of the 'bear figures' as they sort them into groups, providing a wealth of praise and encouragement to further support and encourage their learning. In addition, children are becoming aware of shapes and have opportunities to express their creativity as they make handprints in the lard they are using to make the bird cakes. This in turn provides them with very good opportunities to develop their understanding of the natural world as they discuss with staff how the birds are hungry as winter approaches. Children have superb opportunities to develop their information and technology skills as they have access to a wide range of interactive and programmable toys. For example, they skilfully press the buttons on the alphabet musical keyboard and listen carefully as they repeat the letters they hear. In addition, they confidently use further resources to support their skills for future success, such as torches, cameras and computers.

The nursery is fully committed and takes all required steps to ensure the children's welfare needs are fully met. Children are taught highly effective systems to keep themselves safe and regularly risk assess their own safety and adopt safe and responsible practices in play. They demonstrate their full understanding of keeping themselves safe and clearly explain when 'Roger the puppet' has got it wrong. Outdoor play is a central feature of the nursery day and children love to explore in the well-planned and thoughtfully resourced outside areas. They visibly enjoy the freedom to explore and play outdoors, which contributes towards their very good health as they gain increasing control over their bodies. Highly nutritious snacks, which children choose for themselves, support their healthy lifestyles and snack time provides children with a real context for social interaction. Children's behaviour is exceptional as staff are highly skilled in interacting with them and also display a thorough understanding of supporting each child's emotional needs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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