

Shipton Bellinger Pre-School

Inspection report for early years provision

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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*.

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

Shipton Bellinger Pre-school opened in 1975 and moved to its current premises in 1995. The pre-school is situated in a purpose built building in the grounds of Shipton Bellinger Primary School, near Salisbury, Wiltshire. The pre-school operates daily during school term times. Sessions are from 8.50am until 3.20pm Monday to Thursday and 8.50am until 12.50pm on Fridays.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register to care for 26 children aged under eight years. There are currently 37 children in the early years age range on roll which includes children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school is registered to receive funding for the provision of free nursery education for children aged three and four years.

There are eight members of staff working with the children. All have recognised early years qualifications and one member of staff has qualified teachers status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A vibrant and welcoming environment is offered where children's safety is given a high priority and their individual needs effectively responded to. They benefit from the dedication and commitment of well qualified and experienced staff who know them well. Children make good progress overall in the learning because of the effective support they receive and the strong partnerships developed with parents. Rigorous monitoring and evaluation enables the pre-school to continuously develop and maintain consistently high standards overall.

What steps need to be taken to improve provision further?

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

- develop the outdoor area further to offer space and equipment for vigorous free movement on a daily basis
- extend the planning of adult-led activities so that it is clear how they can be differentiated to support each child's learning and development and provide appropriate challenge.

The effectiveness of leadership and management of the early years provision

Excellent measures are in place to ensure children's welfare is safeguarded and they are protected from harm. Clear management responsibilities are established and staff have a thorough understanding of child protection issues. Rigorous risk assessments and daily safety checks help support the premises are safe and secure. Highly effective policies and procedures underpin the smooth operation of the pre-school and help ensure staff are fully aware of their roles and responsibilities. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff.

Management and staff have high expectations for the pre-school and work hard to improve their practice. Training is actively encouraged. It positively contributes towards the professional development of staff and keeps the pre-school up-to-date with current childcare practices. Recommendations raised at the last inspection have been met and, as a result, staff know what to do if they have concerns about a child in their care. Evaluation processes are rigorous and varied. Feedback from local authority advisors and parents is positively responded to. Most areas for further development are highlighted and prompt action taken. As a result, outcomes for children are continuously improving.

The pre-school environment is organised extremely well to provide an exciting and stimulating atmosphere which is conducive to learning and safe. Displays of children's work decorate the walls and clearly contribute towards creating a welcoming environment for children and parents. Outcomes are clearly attributed to the highly effective deployment of staff and the excellent use of resources. Children move freely between indoors and outdoors as they make choices from the extensive range resources available. Equality and diversity are actively promoted. Staff develop a thorough knowledge of each child's background and needs. Their individuality is valued. Parents are encouraged to share home experiences and celebrations. Children make good progress overall because staff know them well and effectively respond to their interests.

Extremely positive relationships are established with parents and contribute towards how settled children are and the progress they make. Parents are well-informed about the pre-school and all aspects of their child's care and learning. They are kept up-to-date through weekly newsletters, daily discussions and regular progress meetings. Parents comment on how very satisfied they are with the pre-school, the approachability of staff and the care their children receive. Partnerships with other agencies and settings children attend are effectively established to support individual needs. For example, speech and language programmes are reinforced and a communication diary is set up with childminders to support continuity in children's care and learning.

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

Children are busy and enthusiastic learners. They quickly settle when they arrive and become engrossed in activities of their choosing. They are well-motivated and independent learners who demonstrate increasing confidence in managing tasks for themselves. They use their imaginations and develop hand-eye coordination as they create rockets from cardboard tubes, paper and sticky tape. When a child realises there is no money in the till they are encouraged to make their own. This is extended with creating a shop with an 'open' sign and items to buy. Children gain confidence and develop their skills in all areas as they move around freely between indoors and outdoors. They follow instructions and complete simple computer programmes. They create their own storylines as they engage in pretend play in the cosy den and enjoy stories with a member of staff. They collect the dinosaurs from the box and take them outside to play in the sand. They experiment with mark-making as they paint the fence with water and create their own designs with paint. Creativity is promoted well.

Children make good progress because of the broad range of activities they experience and the effective support they receive. Their language and understanding is skilfully promoted through relaxed conversations and extension of their ideas. They gain confidence in speaking and are encouraged to share their experiences at circle time. Children's ideas are welcomed and often result in impromptu activities that engage all children. For example, one child's interest in musical instruments soon becomes a spontaneous music session where children stamp their feet in time with the music and pretend to be in a band. They choose what songs they want to sing and join in with the actions.

At weekly staff meetings staff review each child's learning and organise a range of activities and resources for the following week in response to their interests. However, plans for focus activities are not always fully prepared so that whoever leads the activity is ready to differentiate and extend it according to individual capabilities. For example, children are effectively encouraged to recall their experiences of bonfire night. They are encouraged to make their own label and identify some of the letters of their name. However, the task of decorating a firework biscuit involves little challenge because everything is already prepared. Generally children's learning is extended well which is clearly evident in the detailed records staff keep of children's progression. Photographs, written observations and examples of their work provide a colourful picture of their learning and experiences.

Children learn about the importance of a healthy lifestyle through the provision of healthy snacks, plenty of fresh air and physical activities. The covered courtyard is set up daily as an extension of the playroom for a range of activities. The school playground and field are also available when not in use by the school. The pre-school has a good range of its own large physical play equipment which is used as frequently as the weather permits. However, it is set up on a grassed area which becomes very wet and means it is not always available for children to use daily to fully extend their active play and physical skills. The cafe style snack works

extremely well. Children understand why they need to wash their hands beforehand and then make healthy choices about what they want to eat. Independence is effectively promoted as they learn to manage the process for themselves.

Children develop extremely positive relationships with staff and others. Staff notice when they are kind to one another or behave well and reward them with praise. This boosts their self-esteem and contributes towards their very good behaviour. Staff present extremely positive role models for children and provide them with extremely clear and consistent boundaries. All children show an extremely strong sense of security and feel safe within the setting. They receive excellent support to understand about keeping themselves safe and taking responsibility about their own and other's safety.

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	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	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	1
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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