

Isleham Pre-School

Inspection report for early years provision

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Inspector Janet Keeling

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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

Isleham Pre-School opened in 1985 and is run by a voluntary management committee. It operates from a new, purpose built building in the grounds of Isleham Church of England Primary School in Cambridgeshire. Children have access to an enclosed, outdoor play area and to the school playing fields. The pre-school serves children and families from the local and surrounding areas.

A maximum of 26 children from two years to under eight years may attend the pre-school at any one time. There are currently 47 children on roll, of whom, all are within the early years age group. Children attend for a variety of sessions. The pre-school sessions run Monday to Friday from 8.30am to 3.30pm, during school term time only.

The pre-school has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff who work directly with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3 and two hold NVQs at level 2. One member of staff holds a level 4 foundation degree and a Bachelor's degree in education. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage framework, and as a result, children make good progress in their learning and development. Practice is inclusive, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Most policies and procedures are in place and implemented effectively to safeguard and promote children's welfare. Highly successful partnerships with parents, other agencies and other early years professionals have been firmly established, ensuring children's needs are fully supported. The manager and staff are enthusiastic and passionate about their work and demonstrate a positive attitude and commitment towards the sustained and continuous improvement of the pre-school.

What steps need to be taken to improve provision further?

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

- enhance the two way flow of information with parents by ensuring that their signatures are consistently obtained on children's accident records
- improve the organisation of large group time in order to fully maximise

children's learning.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding and protecting children. All staff have successfully completed safeguarding training. They have a good understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent and demonstrate a good understanding of their roles and responsibilities. They have a good understanding of health and safety issues. They routinely verify the identity of all visitors and implement effective procedures for the safe arrival and collection of children. Risk assessments and daily checks are completed, and as a result, potential hazards to children are minimised. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed. All required documentation is in place and available for inspection. However, while accident records are completed, staff do not always ensure that parents' signatures are obtained in recognition of a child's accident. The environment is very welcoming, stimulating and well organised. Furniture, equipment and resources are of an excellent quality and are fully accessible to all children. Staff are extremely vigilant and successfully deployed to ensure that children are kept safe at all times.

The pre-school is effectively managed by an experienced and dedicated manager. Staff are positive role models, work well as a team and are committed to improving outcomes for all children. For example, through the use of their self-evaluation system and parent questionnaires they competently identify the pre-school's strengths and areas for development. Staff demonstrate a positive approach towards supporting children's learning and to enriching the quality of care and education that is provided at the pre-school. All staff hold an early years qualification and are encouraged to enhance their own professional development through ongoing training. Regular team meetings provide valuable opportunities for staff to discuss children's interests, share good practice and use information gained to inform future planning. Methods to promote equality and diversity thread through the pre-school. This is successfully achieved through planned activities, the use of visual displays and role play equipment. Excellent partnerships have been established with other early years professionals at the host school and with other providers of the Early Years Foundation Stage framework, ensuring that children's specific needs are fully recognised and supported.

Staff demonstrate an exceptional commitment to working in partnership with parents. They dedicate time getting to know children and their families, fostering excellent relationships which help to ensure children feel safe and secure. This is achieved through the effective use of the key person system, parent consultation meetings and informal discussions each day. Staff routinely involve parents in their child's continuous learning. They are invited to make comments in their children's learning journey folders and contribute to the 'Wow' board. Parents also access a wealth of information regarding the group through the use of a parents' notice

board, welcome packs and newsletters. Parents value the work of the pre-school and expressed excellent views during the inspection. Comments included, 'the new building is wonderful', 'children engage in an excellent range of activities' and 'staff are excellent, approachable, friendly and very supportive'.

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

Children happily enter the pre-school and receive a very warm welcome from staff. There is a true sense of belonging as they immerse themselves in their surroundings and show good levels of independence, curiosity and imagination. Space, both indoors and outdoors, is welcoming and stimulating. Staff skilfully interact with the children and support them as they play. There is a good balance of adult-led and child-initiated activities that result in children being creative and active learners. Children also benefit greatly from small group work, however, large group time does not always fully engage all children and maximise their learning. On admission to the pre-school information about each child is gathered through discussion with parents and carers. Staff know the children very well. They observe and assess them as they play and use information gained to support each child's ongoing learning. All children have an individual learning journey folder which contains both photographic and written information of their learning and achievements. These folders are shared with parents during parent consultation meetings and are available for them to see at any time.

Children enjoy an exemplary range of enjoyable and challenging activities. They relate well to each other and to adults and are confident, enthusiastic and eager to learn. They are developing a love for books. They freely access a wide range of picture books in the cosy book corner and enjoy sharing stories with their friends and staff. They are beginning to learn that print carries meaning as they self-register on arrival and as they are encouraged to mark-make as they play. They enjoy music and enthusiastically join in with a range of songs and action rhymes. There is great excitement as they sing 'Twinkle, Twinkle Little Star'. Children's creativity is fully supported through access to a range of role play equipment, construction toys and to a wide range of media. In the creative area children knead and roll dough. They use various cutters to make shapes and talk about the texture of the dough, describing it as 'sticky' and 'gluey'. Their understanding of numbers, size and shapes is developing well through everyday activities. For example, they identify numbers on a dice during a board game, talk about shapes as they play with dough and compare the size of the leaves as they glue and stick them onto the cardboard tree. Children are comfortable using a range of technology. They confidently use an interactive screen, calculators and headphones. They enjoy being in the fresh air and relish outdoor play activities. For example, there is great excitement as a group of children work together to build tall towers using large bricks. They then take turns to roll a ball and see who can knock them down. Their physical development is supported very well as they confidently pedal bikes, skilfully throw and catch balls and negotiate several steps on the climbing frame. They have good opportunities to explore their natural environment as they regularly visit the pre-school allotment, where they have

planted and tended to runner beans. They also take part in nature and listening walks around the village and enjoy visits to the local church.

Children are happy, secure and behave in a manner that is supportive of their learning. They respond positively to the staff's calm and consistent approach and to gentle reminders, which help them develop a good sense of right and wrong. They are encouraged to share, take turns and be kind to each other as they play. Children have good opportunities to learn how to stay safe. They discuss the appropriate use of equipment, engage in regular emergency evacuation procedures and learn about road safety as they walk to the pre-school allotment, which is located in the village. They demonstrate a good awareness of their own health and hygiene needs and are fully aware of the importance of washing their hands before snacks and after using the toilet. They have access to a range of fresh fruit and freely access their own drinking water bottles throughout the session, ensuring that they remain hydrated. They develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating festivals throughout the year. Children demonstrate that they are acquiring skills that will help them in the future and prepare them well for their transition into school.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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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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