

Tutshill Community Pre-School

Inspection report for early years provision

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Inspector Jenny Read

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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*.

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Description of the setting

Tutshill Community Pre-School was established in 1971 and is managed by a voluntary group of parents. It is registered on the Early Years Register. The pre-school operates from the War Memorial Hall, situated in the rural town of Tutshill in Chepstow. The pre-school has use of the main playroom, hall, kitchen and toilets facilities. Access to a dedicated, enclosed garden with hard standing and grass surfaces is reached using some steps. The pre-school employs five staff to work directly with the children. Of these, four staff, including the manager, hold appropriate childcare qualifications to Level 3. There is one staff member working towards a childcare qualification.

The pre-school is registered to care for a maximum of 28 children in the early years age group. There are currently 28 children on roll aged from two to five years. The pre-school is registered to care for a maximum of 28 children in the early years age group. There are currently 28 children on roll aged from two to five years. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school supports children learning to speak English as an additional language and children with special educational needs and/or disabilities. The pre-school is open each weekday between 9am and 3.30pm during school terms.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, outcomes for children are good so that their needs are effectively met. Good quality planning, organisation and sound use of resources ensure that children are well challenged by the learning experiences provided inside and, mostly, outside. Most aspects of engaging with parents are effective and partnerships make a strong contribution to children's learning. The dedicated management and staff team make good use of a range of monitoring systems to accurately identify strengths and weaknesses of the provision. Realistic and challenging action plans drive and secure future improvement well.

What steps need to be taken to improve provision further?

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

- obtain necessary information from parents, including information about who has legal contact with the child and who has parental responsibility for the child. (Safeguarding and promoting children's welfare)

07/12/2011

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

- review the systems for sharing information with all parents about their children's progress and learning so that these are consistent
- review the organisation and planning of activities and resources outside to broaden children's outdoor learning experiences.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children, including good knowledge of the well-written policies and procedures, are robust and well implemented. Staff demonstrate secure understanding of the procedures to follow so that prompt action is taken with any child welfare concerns. Staff are vigilant and strongly aware of safety to provide an environment that is welcoming and conducive to learning. Detailed risk assessments, daily safety checks and secure arrival and collection arrangements are in place so that children play in a safe, secure environment. Outcomes are clearly attributable to sound use of nicely presented, inside resources and freely-chosen, indoor and outdoor play. Planning for the six areas of learning outside is not as clearly defined as for the inside. However, children achieve well as a result of the overall provision. Good use is made of the local community to extend children's learning, including going on nature, shape and sound walks and participating in local events.

The skilled and experienced staff actively promote equality and diversity through good knowledge of each child's backgrounds and needs. They take effective steps to close identified gaps in children's achievement, working closely with parents, health visitors and other professionals. Staff make regular visits to the local school and foster effective communication with other settings through link diaries and information sheets. As a result, they effectively support children's transitions and promote a two-way exchange of information. As a result, partnerships make a strong contribution to children's achievement. Children learn to count in other languages and celebrate different cultural festivals throughout the year. This is helping to raise their awareness of similarities and differences within their own and other cultures. Those in charge communicate high expectations to staff and channel their efforts to good effect. They routinely make good use of a range of secure monitoring activities to help inform important decisions about provision and outcomes. These include regular staff meetings; updating the self-evaluation; yearly, parent questionnaires and surveys; and other quality checks.

Generally positive relationships with parents ensure that children's individual needs are met. A parents' information evening, induction meeting and access to the pre-school's policy file, ensure that parents are suitably equipped with the information they need about the pre-school. Three progress meetings a year for parents of pre-school children, keep them informed about how well their children are achieving. However, strategies to keep parents of younger children informed about their children's ongoing progress and development are not consistent. Most records and documentation to support children's welfare are well maintained and routinely shared with parents. However, information about who has legal contact and who

has parental responsibility for the child is not in place. These are specific legal requirements. Strong emphasis is given to promoting parents' inclusion in contributing to decision-making in the pre-school. As result, open days and fund raising events take place on weekends and evenings to enable more parents to attend.

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

Children make good progress in their learning and development. Staff are flexible and skilfully facilitate children's interests and individual learning needs. They record and evaluate the daily activities and use observations purposefully to inform assessment and help plan future learning. As a result, children are motivated, have fun and engage in a wide range of inside activities; these span across the six areas of learning in response to their interests, ideas and requests. Planning for children's experiences and learning outside is improving. Small, key group planning clearly differentiates and challenges to help children build on what they already know and can do. Many children are inquisitive and eager to learn. For example, they ask questions about various animals, such as snakes and their habitats. Staff help children to research in books, skilfully extending their interest and learning and introducing new language, such as 'Venus Flytrap'.

Children are involved in making decisions about their play to some extent. For example, they choose where they play, select toys for themselves and choose the song from the song bag at singing time. Children spend long periods playing, for example, with the cars and garage. Effective interaction and questioning challenges their play and encourages them to problem solve and develop this further. Children group the vehicles according to colour and type and begin to design and make a roadway on large sheets of paper. They engage in imaginative and role play based on their first-hand experiences, such as writing letters and using the 'till' in the 'post office'. Children learn to count for a purpose, beyond 10 at circle times, and regularly count in the different languages spoken at the pre-school.

Children are developing a satisfactory sense of how to stay safe. For example, they wear high visibility jackets on outings and most children practise the emergency escape plan each term. Children begin to take responsibility for their own safety, such as using the steps carefully. However, most require prompting by staff, in remembering to inform an adult when they wish to go outside or come back in to play. Children are happy and content because their health, physical and dietary needs are well met. They adopt good personal hygiene routines independently of adult prompts. They demonstrate that they are well informed about the importance of hand washing and healthy eating as part of maintaining a healthy lifestyle. Children benefit from healthy, wholesome snacks. Snack times are sociable and used well to weave in different aspects of learning. For example, children begin to recognise their own name card and identify the different shapes in their food, such as banana pieces as circles. Good support of staff encourages children to name initial letter sounds and talk about more complex shapes to

challenge and extend their learning.

Children develop a strong sense of belonging and identity within the pre-school. They proudly wear their logo sweat tops, use their own named drawer and coat peg and eagerly take turns to be the daily helper. Children are confident and feel safe to express their feelings and sometimes make decisions for themselves. They respond positively to sensitive support, frequent praise and encouragement. Children take an active part in helping to devise the rules and boundaries for acceptable behaviour. As a result, they are well behaved. Children are kind and helpful; for example, they share the wheelbarrow and take it in turns with a ball, building good relationships with their friends.

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	3
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	3

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	3
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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