

Carlton Pre-School

Inspection report for early years provision

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Inspector Sheila Harrison

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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

Carlton Pre-School is committee run and has been in operation for over 25 years. It operates from a village hall attached to the lower school in a village approximately 10 miles north of Bedford. The group have access to the village hall, the school hall, toilets and disabled facilities. All children have access to a secure, enclosed outside area. The setting mainly serves the local area but some children attend from the wider locality.

The setting opens Monday to Friday, term time only, from 9am until 12pm, with a Lunch Club on Monday, Wednesday and Friday from 12pm until 1pm. The committee also runs the after school club linked to the school and one other school. It operates term time only from 3.30pm to 5.30pm. Children are able to attend for a variety of sessions. A maximum of 20 children aged over two years may attend the setting at any one time. There are currently 15 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three and four-year-olds. The group is willing to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs two members of child care staff, both hold appropriate early years qualifications at level 3. One member of staff is working towards an early years degree. The setting can also call upon qualified staff from the school. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the setting. They are making progress in their learning and development and are actively engaged in their play. The setting is inclusive and welcoming where staff are aware and respond to the individual needs of the children. This ensures that the uniqueness of each child is fully recognised. Children are effectively safeguarded and protected. Records and procedures mostly ensure their health. Children benefit from an exemplary partnership with parents and the school. There are suitable links with other settings. Staff work together as a strong team and continually strive to improve the provision through careful reflection and the strong links with the advisory services. As a result, the setting is well placed to maintain and sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- take necessary steps to prevent the spread of infection, with regard to hand-washing procedures
- maintain a regular two-way flow of information with providers who also

deliver the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the staff team has a good understanding of child protection procedures and know how to implement them to protect the children in their care. Robust recruitment and vetting procedures ensure that everyone working with the children are suitable to do so.

Comprehensive policies and procedures are in place including rigorous risk assessments. Consistent staff vigilance ensures children are sufficiently safe and secure at all times. They ensure the taxis used by the after school club have regular taxi drivers that are known to the staff and children. Systems are in place to ensure that the schools and taxi firms communicate quickly and report any delays in the children's expected time of arrival.

Children clearly benefit and thrive as a result of the setting they are in. Staff provide a welcoming environment. There are valuable opportunities for children to see their own names and photographs of themselves and their families, this helps to develop a secure sense of belonging. The available resources are used well to achieve the planned goals in learning and development. Children have access to a safe and stimulating outside area.

All the staff have high expectations on securing improvement. They are enthusiastic and are ambitious to make it the best it can be. They channel their efforts to good effect with a well-planned programme of improvement. Staff have accurately identified the strengths and areas for improvement in the self-evaluation process. They have thoroughly addressed all the recommendations at the last inspection. Morale is high and belief in the setting's success runs through all levels of the management, staff and school.

Staff appropriately and actively promote equality and diversity and tackle unfair discrimination. They have a wide understanding of each child's background and needs. Home visits are being implemented and staff have a thorough understanding of the children's current stage of development, likes, dislikes and preferences through the comprehensive 'all about me books'. These are completed with the parents before the child attends the setting. Staff make good use of their knowledge, experience and skills as they introduce the festival of Diwali to the families. They arrange a party with a wide range of art activities, food and artefacts ensuring children learn to value and respect others. Parents and children commented how they enjoyed the event. Staff take effective steps to close identified achievement gaps. They promptly identify a child's need for additional support, sharing information and records with colleagues, parents and where appropriate, with interagency teams to ensure that each child gets the help he or she needs.

The setting has a highly effective relationship with the local school. The headteacher chairs the management committee and staff from the school also work in the setting. The Foundation Stage teachers visit frequently to get to know

the children and supporting the staff as positive role models. Children routinely visit the school, they use the hall and playground and attend various events such as Harvest Festival. This ensures that children are secure and the transition onto the next setting is sensitively handled. The setting has some procedures in place for children that are attending two settings, although, this is not securely in place for all children, this potentially reduces the continuity of learning for the children.

There is an excellent relationship with the parents. They take an active part in the running of the setting with their work on the committee. Parents take responsibility for fundraising and arrange trips and social occasions. They are encouraged to bring their skills to the setting and children enjoyed learning about the work of a vet. Parents views are actively sought and acted on through regular questionnaires and these inform the setting's action plan for improvement. Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. Parents can see and contribute to their child's learning journey and regular meetings take place between staff and parents to discuss each child's development at pre-school.

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

Children are happy, involved and make good progress. They are motivated and interested in a broad range of activities indoors and outside. The children find their names at registration time and are quickly involved in their play. Children enjoy playing in the sand and water reinforcing their learning as they fill and empty containers. Staff are skilled at promoting positive attitudes to learning. For example, during a cookery activity children take turns in measuring and mixing the ingredients. They see the change in the texture as they make the dough and smell the yeast as the bread rises. The staff use a cookery book and encourage children to follow the recipe, looking at the pictures and using print for a purpose. Good quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Children are suitably challenged by the adult-led activities with the differentiations in their development included in the planning. There are thorough and accurate observations and assessments which are matched to the full range of children's needs and interests

Children play alongside their peers successfully and the older children help the younger children in their learning by reading the homemade photograph book of the setting's 'Golden rules'. Staff provide a plentiful supply of resources so children develop their understanding of the need to cooperate and resolve situations. The large sand timer helps children to take turns at the computer.

Children learn about the wider world and helping others by raising money for charity. They make good use of the facilities in the local community. They visit the local allotments and following a visit from the local postman, they visit the local shop to buy stamps and post letters. Children enjoy visits from local fire and police officers.

Children have many valuable opportunities to play in the fresh air. The outside

area is exciting, giving many opportunities for children to move safely. Appropriate clothing, such as, wellington boots and wet wear gear is available for children to wear in inclement wear

Children are helped to keep themselves safe as staff encourage them to adopt responsible practices, such as tidying up and moving carefully around the premises. They participate in regular fire drills and therefore, learn how to stay safe in an emergency. Children are learning about a healthy diet. They have fruit and vegetables with a choice of milk or water at snack time. Children's allergies are respected and catered for. Their health is well promoted, although, the use of a communal bowl for hand washing does not fully prevent the spread of infection. They learn about healthy bodies as a sports company comes in for planned sessions to expand children's physical skills and encourage exercise.

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	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