

Priddy Pre-School

Inspection report for early years provision

Unique reference number	143023
Inspection date	25/11/2011
Inspector	Michelle Tuck

Setting address	The Glebe, Priddy, Wells, Somerset, BA5 3BE
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Telephone number	07796 400535
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Email	
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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

Priddy Pre-School opened in September 1994. It operates from Priddy Village Hall, which is located in the village of Priddy, in Somerset. The children use a lobby area, one large play area and have access to the toilets; staff also have access to the kitchen. There is a small hard surface play area sectioned off outside the pre-school. The pre-school have close links with the village school situated in the adjacent building; children also have access to the school play ground and grassed play areas.

The pre-school is registered to care for a maximum of 20 children aged from two to five years. Sessions are from 9am until 12 noon with an optional lunch club until 1pm, on Monday, Tuesday and Friday. The pre-school is open on Thursday from 9am until 3pm.

The pre-school is registered by Ofsted on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. There are currently 15 children on roll. The pre-school is in receipt of nursery education funding for three- and four-year-old children.

The pre-school is run by a committee. They employ three members of staff to work with the children; all hold a relevant qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy a wide range of exciting activities and experiences that support them in making good progress in their learning and development. Staff know the children well and, overall, they plan activities that reflect their interests and abilities. Strong partnerships with parents are developed, which ensures that the individual needs of all children are acknowledged and met. The environment is frequently assessed to ensure children remain safe, and most documentation is in place and used effectively to support children's ongoing welfare, although some records are not easily available for inspection. There is a strong commitment to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child; and who has parental responsibility for the

15/12/2011

child. (Safeguarding and promoting children's welfare).

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

- improve systems of documentation further to assist in the effective operation of the pre-school and demonstrate how regular practices of the fire evacuation procedure maintain children's safety effectively
- develop further the use of the outside play area to maximise the play opportunities for children to be involved in activities in different ways and on different scales.

The effectiveness of leadership and management of the early years provision

Overall, staff implement clear policies and procedures to promote children's welfare and safety. They carry out risk assessments to ensure that children play in a safe and secure environment. Staff have a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse and they are confident in their responsibility to carry out procedures if there are concerns. Staff keep their knowledge up to date through training, and existing injuries are recorded as routine. All this helps to protect children from harm. However, not all documentation to assist in the effective operation of the pre-school is readily available, such as a record of fire evacuations.

There are clear recruitment and induction systems to ensure that new staff are checked for their suitability to work with children, and are sure about their responsibilities. Most records are in place, well organised, completed appropriately and stored confidentially. Staff work well as a team; they communicate effectively, which results in sessions running smoothly and children settling quickly. Children benefit from being part of a small group, which enables staff to support them well as individuals. There is a good range of resources, which staff arrange effectively to enable children to make spontaneous choices.

Good attention is given to ensuring all children have equal opportunities to succeed. Children are treated with equal concern and any kind of discrimination is actively discouraged.

The very good partnerships between parents and other professionals has a very positive impact on children's learning, because everyone works together to support children in achieving their full potential. For example, parents share 'wow' moments that inform staff about children's achievements at home and these are celebrated at the pre-school, which promotes children's self-esteem. Parents provide most of the necessary information about their child, such as contact numbers, allergies, and preferences. However, they have not been asked to provide information about who has parental responsibility and legal contact of the child. This is a legal requirement. Some good self-evaluation methods identify

areas for improvement and regular staff appraisals help to recognise areas for staff development. By attending training courses, staff continue to update their knowledge in order to improve children's experiences.

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

Children are confident, enthusiastic and settle well on arrival at the pre-school. They enjoy developing their own play as well as participating in interesting and challenging adult-led activities. For example, they confidently choose which colour ribbon they want and join in enthusiastically with a 'wake and shake' session. Children are creative when trying to think of rhyming words before they go to wash their hands for lunch, and some children attempt to write their name on their pictures without prompting. Children confidently use the computer to play matching and counting games. They know that they need to add one more to seven to get eight when asked 'how many more do I need' Consequently, children are making particularly good progress in developing their communication, literacy and numeracy skills. As a result, children are building up essential skills which prepare them well for their future lives.

All children are making good progress in their learning because staff observe them at play and know them very well. Children are offered activities that reflect their current interests and help them to build on what they already know and can do. Children play outside most days, in the school playground at set times. There is also an outside area available immediately outside the pre-school building; this area is not yet used fully to ensure that children who prefer to play outside have more opportunities to do so. Children confidently make decisions and willingly take responsibility; for example, to tidy the play areas. The adults have a calm and friendly manner and are positive role models. This helps children to be polite and manage their own behaviour by; for example, negotiating roles in play with the dolls and deciding who is going to drive the pretend train.

Children learn a positive attitude to people's differences through the good example set by staff. Family traditions are acknowledged and celebrated. For example, children make Cornish pasties and celebrate St Piran's day. This is relevant to children attending the group and helps children develop a positive self-identity. Children also take part in activities based on festivals from other cultures, such as Diwali to help them learn about differences.

Children have a good awareness of the importance of personal hygiene and know that they must wash their hands before eating. They are developing an understanding of healthy eating and also recognise the need to drink plenty, particularly after they finish the active wake and shake session. Children have developed a strong sense of belonging to the pre-school. They know what is expected of them and are seen to behave in ways that are safe. For example, they know they must check to see if any cars are coming before they go into the school

playground to play.

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	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	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