

Ratby Pre-School

Inspection report for early years provision

Unique reference number	226456
Inspection date	29/11/2011
Inspector	Janice Hughes

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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

Ratby Pre-School opened in 1971. It operates from church rooms on Church Lane in the village of Ratby. The pre-school is run by a committee of parent volunteers and serves the local community and surrounding areas. There is a secure enclosed outdoor play area. The pre-school opens five days a week during school term time only. Sessions are from 9am to 12 noon, 12 noon to 12.30pm for packed lunch club and from 12.30pm to 3.30pm.

The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They are registered to care for 26 children in the early years age range and there are currently 68 children on roll, all of whom are in the early years age group. The pre-school currently receives early education funding for three- and four-year-olds.

The pre-school employs 15 members of staff, of whom all hold appropriate early years qualifications. The setting currently supports children with educational needs and/or disabilities and children who speak English as an additional language. They receive support from Leicestershire local authority and are members of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong relationships are formed with children, each other, parents and other professionals. The environment provides an inclusive practice that is mainly well organised, which helps children, in the main, to make good progress in their learning and development. Documentation is good and regularly reviewed and there are procedures in place to ensure the health and safety of the children. The self-evaluation process is developing and has identified some good areas for improvement.

What steps need to be taken to improve provision further?

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

- develop procedures so that children have more control over their learning to keep their interest and develop their creativity, paying particular attention to snack and outside play routines
- ensure that the planning systems clearly show individual children's learning priorities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through very good supervision and detailed policies and procedures. Effective recruitment and vetting procedures ensure that adults working with the children are suitable to do so. Staff fully understand their responsibilities to protect children in their care. Comprehensive risk assessments are carried out in all areas and any necessary actions or equipment are put in place to minimise risks to children. The health and safety officer ensures that the environment is safe, secure and highly maintained, promoting children's safety at all times. All the required documentation is very well organised to ensure that the setting delivers effective quality care and education.

The management team and staff work effectively together to provide a warm and welcoming service for all children and parents. Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management. Systems to identify areas for improvement are effective and a comprehensive self-evaluation is undertaken to enhance all areas of the provision. For example, the setting have implemented a separate messy play room; this enhances children's creativity. They are able to freely express their ideas and feelings as they play with paint, glue, sand and water. The management team continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection.

Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained. Very good procedures regarding the administration of medication protect children's welfare when they are ill. Accident and incident procedures are well managed, ensuring children's safe care at all times. Accurate records are maintained and regularly reviewed to ensure that safety measures comply with current regulations and guidelines.

Parents are provided with high quality information about the Early Year's provision through written information and the parent information pack. Purposeful systems are in place to include parents in children's learning and development. When children start an initial discussion and assessment takes place to obtain information about their child's interests and ability, in order to determine their 'starting points'. This provides a two-way parent involvement. The playgroup have systems in place to liaise with the children's other early years providers. For example, they have regular visits to the local primary school and pass on a written summary of each child's progress. They also liaise with other settings through network meetings and share information when attending training courses.

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

Children are progressing well towards the early learning goals. This is mainly because the staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. Children regularly make choices regarding their play and staff ensure that the environment is stimulating, attractive and accessible to all children, so that they can learn independently. Resources are placed at a level where children can help themselves and make decisions about their play. However, there is no free access to snacks or outdoor play, as these activities are at structured times. This stops children having control over their learning and decision making. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Spontaneous observations enable staff to plan for children's interests and respond quickly to expand their learning. For instance, children playing with the plastic vegetables in the home corner encouraged the staff to plan activities using real vegetables. This gives staff opportunities to talk about the dangers of cutting with knives and using hot ovens. There is a good balance between adult-led activities and free play. Staff observe and monitor children's achievements and plan experiences that help children's progress. Staff are able to identify learning priorities for each child and planning systems are in place. However, the systems are not fully effective in identifying how the key worker plans for the children's individual learning priorities. As a consequence, some children may not reach their full learning potential. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They celebrate festivals and find out about different countries, for example, participating in Indian dancing to celebrate the festival of Diwali.

Opportunities for children to learn about a healthy lifestyle are very good. Through discussions, topics and social interaction with staff, children have a secure understanding of the importance of being healthy. They are provided with healthy snacks, such as, a variety of fruit and vegetables. Children's healthy lifestyle is motivated and fostered through daily use of outdoor play. Children develop confidence and coordination when climbing on the pirate ship, balancing on logs and using sit-and-ride-toys, this increases their physical development well. Children have a good understanding of hand washing procedures and when told it is snack time, they move to the bathroom spontaneously to wash their hands. Children's understanding of safety issues is further extended through stories and discussions. They learn about road safety and strangers when the community police attend the playgroup.

Children are confident speakers and good listeners and are keen to share experiences and enjoy listening to stories. For example, they enjoy participating in repeating rhymes, songs and sounds in the singing session. They enjoy books, accessing them independently, listening to and joining in stories. Strong emphasis is placed on developing children's communication, language and literacy skills. For

example, the children make 'happy' and 'sad' puppets. They discuss their feelings, draw faces and write their names, this encourages them to freely communicate and participate in early writing skills. Children are encouraged to show an interest in numbers and mathematical language. This is supported well as staff provide the skills needed for counting, through a broad range of interesting games, songs and everyday activities. Children know about the uses of everyday technology and children learn how to operate computer equipment and use the compact disc player confidently. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

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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