

Great Bowden Pre-School

Inspection report for early years provision

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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

Great Bowden Pre-School was registered in 1984. It operates from the church hall in the village of Great Bowden, Market Harborough, Leicestershire. The pre-school serves the local community and surrounding areas. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 3.15pm on Monday, Tuesday and Thursday and from 9am to 12pm on Wednesday and Friday. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the pre-school at any one time. There are currently 56 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register. It provides funded early education for three- and four-year-olds.

The pre-school employs seven members of childcare staff. Of these, 2 hold appropriate early years qualifications to level 2 and five staff have level 3 qualifications. 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.

Children make good progress in their learning and development in this caring and well-organised pre-school. Children are safe and secure and their development and well-being are sensitively supported by caring adults. Staff promote children's learning through careful planning and resourcing to ensure they are suitably challenged. Adults' knowledge of individual children is a key strength in ensuring children progress well towards the early learning goals. Partnerships with parents and the majority of other local providers are effective in ensuring good outcomes for children. Regular evaluation identifies strengths and priorities for development to ensure the needs of children and families are met.

What steps need to be taken to improve provision further?

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

- continue to develop the outdoor area in order to support and extend children's learning and development
- develop partnerships with other settings to ensure continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded in the pre-school because there are effective policies and procedures in place. This includes robust procedures which ensure staff are

suitable and well qualified to work with young children. Children are carefully supervised and staff are fully aware of their responsibilities with regard to safeguarding. Regularly updated and comprehensive risk assessments ensure that children are safe and resources are suitable and well maintained.

The environment is managed thoughtfully by staff who are knowledgeable about the Early Years Foundation Stage. The learning environment is generally accessible and meaningful, which enables children to make good progress in their learning and development. However, access to the outdoor environment is not continuously available. Children are offered a wide range of experiences with resources which are relevant and managed well. Staff are effectively deployed so children are able to interact with adults to explore and develop their ideas.

The pre-school is aware of its strengths and weaknesses through ongoing evaluation of practice. The staff team, supported by the committee, make ambitious plans to improve the provision and therefore the outcomes for children. The pre-school has acted on recommendations from the previous inspection and from the local authority to ensure continued improvement.

Parents and carers are warmly welcomed and valued in this pre-school. Good partnerships with parents are fostered to ensure children's needs are effectively met. Information about children's needs and preferences is actively sought from parents and carers. This ensures each child is appropriately supported in making progress towards the early learning goals. Children's achievements are regularly shared with parents informally and through children's learning stories. The pre-school has close links with the local school to support transition. Links with other providers are less strong and do not fully support continuity for children.

There is a strong commitment in this pre-school to offer the best experience possible to each child. The pre-school implements an equal opportunities policy as well as policies for special educational needs and inclusion. This ensures that every child is carefully considered and supported. Staff are very aware of and sensitive to children's individual needs and preferences. Activities and experiences are adapted to give children equal opportunities to access play and learning.

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

Children enjoy being in the pre-school and feel safe and secure. Adults know individual children well and use this knowledge to promote their learning, development and well-being. Children's contributions and achievements are consistently valued. For example, children are able to display their work themselves. Children are well safeguarded because there are robust policies and procedures in place which are carefully followed. Children are encouraged to play and interact safely.

Children are making good progress towards the early learning goals. They are offered a range of planned and purposeful activities covering all areas of development. They participate enthusiastically and often become deeply involved

in play. Children make choices about what to become involved with and are able to follow their own interests. Children can explore and be creative because adults sensitively support their learning. Adults discuss and follow children's ideas and join them in their play. Children are developing good language and communication skills, including mathematical language. They have opportunities to hold conversations with adults and with each other and to use mark-making materials freely. Children are offered open-ended activities and resources which stimulate their imagination. For example, cardboard boxes and tubes are enjoyed in creative play. Children develop good skills for the future through the use of equipment, such as cameras and audio equipment. They increase their knowledge and understanding of the world through new experiences, for example, collecting and exploring fallen leaves. Adults regularly observe the children. This ensures that progress and achievements in all areas of development are well understood, enabling staff to identify next steps. Observations, including photographs, are recorded and used in children's learning story folders.

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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