

Condover Pre-School

Inspection report for early years provision

Unique reference number EY235698
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Inspector Jacqueline Hardie

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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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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

Condover Pre-school is a charity run pre-school that is led by a committee. It opened in 2003 and operates from one room in a demountable building within the grounds of Condover School. Children have access to an enclosed outdoor play area. The pre-school is situated in a residential area in the village of Condover. It is open each weekday from 9am to 3.30pm for term time only.

The pre-school is registered on the Early Years Register. A maximum of twenty children may attend the pre-school at any one time. There are currently twenty four children aged from two-years-old to under five-years-old on roll, some are in part time places.

There are three members of staff who hold appropriate early years qualifications to at least NVQ Level 2. Two members of staff are qualified to degree level. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and awareness of children's individual needs enabling them to promote and safeguard children's welfare effectively. Children make good progress in their learning because in general staff are knowledgeable about how children learn and use their skills to support children's development. This progress is supported by the outstanding delivery of Forest Schools. Strong links with parents ensure an effective two way flow of information about children's care learning and development. The Manager of the pre-school and staff demonstrate a strong commitment to improvement but they need to develop an effective cycle of evaluation that includes the committee and all staff members.

What steps need to be taken to improve provision further?

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

- improve planning of activities to ensure that it is flexible, follows each child's particular interests and takes account of their individual learning needs, in relation to the youngest children
- ensure staff engage in regular cycles of self evaluation, planning and review to help improve outcomes for every child.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Good documentation is in place to safeguard children and required records are well maintained and shared with parents. Children are closely safeguarded by a coded access system to the pre-school. All visitors are checked in and are asked to sign the visitors book. Robust systems are in place to interview and check new members of staff. Staff have a good knowledge of child protection issues and reporting procedures.

Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by the children are safe. This means that children are able to move safely and freely indoors and outdoors. For example, detailed risk assessments are carried out each time children attend Forest School, with all learning activities carefully checked for safety.

Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. They deploy themselves effectively in the environment to ensure the children are supported. The environment is well organised and accessible to the children. Children have easy access to an extensive and interesting range of high quality toys and resources. For example, outside hosts a large wooden storytelling chair and toadstools which is used for a range of group activities.

The leadership of the day-to-day running of the pre-school is inspiring. The manager, supported by the staff team have completed a detailed SEF, however this is not always updated so that it reflects current practice and so supports the outcomes for the children. The committee are keen to understand the SEF that has been put together and contribute to the self-evaluation process to ensure they support the continual improvement for the pre-school. The pre-school places a high priority on staff training. Staff access continual professional development which is appropriate for their development and the running of the pre-school. The pre-school continually looks for ways to improve the provision for the children and to this end sets appropriate targets. The pre-school has addressed previous recommendations effectively.

Highly effective relationships with parents ensure that overall children's individual needs are clearly identified and supported. The pre-school offers an open door policy for parents. Parents are well informed about the pre-school's working practices and parents are actively encouraged to share what they know about their child's interests and achievements. As a result there is an effective two way flow of information. A link has begun to be established with the reception teacher of the attached school to ensure a smooth transition for the children.

Staff demonstrate a sound knowledge of the code of practice and of inclusive practice. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all

children are included fully in the life of the setting.

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

Children make good progress in all areas of learning and development in relation to their starting points. The staff are knowledgeable and they promote children's learning through a balance of adult-led and child-initiated experiences. As a result, children clearly enjoy their learning at the pre-school. Planning and assessment for forest schools learning activities is outstanding. The children's next steps are clearly identified and these are fed directly into the planning. Each activity is carefully evaluated to ensure the needs of the children are being met at all times. This is generally mirrored in the planning back at the pre-school. However, the individual child is not always represented and this does have an impact at times on the younger children.

Problem solving, reasoning and numeracy is well supported. Children demonstrate good problem solving skills. For example, the children were attempting to balance a set of scales. The children knew they had to take more toys off one side of the balance to achieve success. Mark making is evident throughout pre-school. For example, indoors shaving foam is placed on the table, children independently make marks in the foam whilst outside children are making marks using big chalks. Children are developing skills for the future. This is clearly demonstrated in skills that they have learnt during the forest schools session and which are carried through into their child initiated play. Children develop a good understanding of technology. They access the computer independently and show good key and mouse control. Children have access to a range of musical instruments both indoors and outdoors.

Secure relationships are developed through key person approach. The children's self-esteem is high as children are valued and listened to sensitively by staff. Clear expectations of staff encourage children to handle a range of adult tools and equipment. For example, during the Forest Schools session, children are taught to handle tools safely such as a hand held drill to bore holes in wood. The children's understanding of healthy lifestyles is outstanding. Children independently wash and dry their hands before snack and lunch time. Even the youngest children carry this task out with ease and understanding.

Children show a good understanding of healthy eating. They grow their own fruit and vegetables throughout the year and these are eaten at snack time. Staff promotes the importance of physical exercise and fresh air. The pre-school operate a free flow system to the outdoors all day. In addition the older children spend every Friday morning in a local wood for their allocated forest schools session.

Children are learning about other cultures and beliefs. For example, posters of different cultures are displayed and children can access books independently that show different cultures through brightly coloured pictures. Different festivals are

celebrated throughout the year.

Staff are positive role models, consequently the behaviour of the children is very good. The staff never raise their voices but the children are gently reminded of appropriate behaviour in the pre-school.

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	1
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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