

Folksworth Pre-School

Inspection report for early years provision

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Inspector Anna Davies

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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

Folksworth Pre-school opened in 1979. It operates from The Village Hall in Folksworth, a small village located approximately eight miles from Peterborough. The group also has use of toilets, kitchen and storage facilities. They use the adjoining secure car park for outdoor play and the nearby play park on occasions. The group is open on Mondays, Wednesdays and Fridays from 9am to 3pm during school term times. Hours of attendance are flexible, although there is a two hour minimum attendance.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend the group at any one time. There are currently 24 children aged from two to five years on roll. The pre-school supports children who speak English as an additional language.

The pre-school employs four members of staff who work directly with the children. The manager holds a level 3 qualification and is about to complete her Early Years Foundation Degree. Two staff hold appropriate level 3 qualifications and one holds a level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming, inclusive environment where children are seen as unique individuals provides good opportunities for children's learning and development. Children's welfare is promoted through effective practice and good management of the provision. Secure relationships with parents have developed, which are effective in meeting children's individual needs and partnerships with other settings are becoming embedded. Committed, strong leadership and effective, continuous reflective practice ensures that the setting has good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of children's next steps to show how they clearly link to the planning of activities to support individualised learning
- develop even closer links with other settings providing for children in the Early Years Foundation Stage, with specific regard to sharing information about children's learning and development to further promote consistency.

The effectiveness of leadership and management of the early years provision

Robust recruitment and induction procedures ensure that those adults working with children are suitable to do so and have a full understanding of the setting's policies and procedures, including safeguarding. Risk assessments are good, with daily checks covering most things with which a child may come into contact with. Potential risks have been identified and actioned, for example, all fire exit doors are fitted with alarms, immediately notifying staff if they are opened. A good range of written policies and procedures are shared with parents and successfully contribute towards children's safety and well-being.

Staff have successfully enhanced the indoor and outdoor environments to ensure that children have the freedom of choice and space to develop their own play ideas. Staff are happy for children to transport resources from one area to another and understand the importance of this in encouraging children to be active, independent learners. The pre-school provides an inclusive environment and staff embrace the different learning styles of children. For example, sheets of paper are put on the underside of tables, which children love to use as dens and enjoy mark-making activities at the same time. Although there are currently no children in attendance who have special educational needs and/or disabilities, there are clear systems in place to ensure children's individual needs are met, including working closely with parents, other professionals and settings. Partnerships with other settings that children also attend are in the process of being embedded, and information has not yet been shared specifically about individual children's learning and development and how this can be supported consistently across all the settings that children attend. The staff team have built good relationships with parents and share regular information with them about their child, for example, through newly introduced parents evenings, newsletters, emails, a website and informative information boards in the entrance. Parents are encouraged to become involved in their children's learning through visiting the setting to share interests and to get involved with fundraising efforts to increase resources and opportunities for children at the pre-school.

The new manager and small team of staff are highly motivated and have well-targeted ideas about the future development and improvement of this pre-school. Since being appointed, the manager has worked tirelessly to prioritise and make necessary changes to ensure that outcomes for children at this setting are good. Clear systems of self-evaluation are accurately used to proudly evidence the setting's strengths and accurately pinpoint areas for further development. Feedback from parents is positive, one commenting that the 'new manager and her team have worked hard to make it a stimulating and welcoming place'. Children's feelings about their experiences at the pre-school are obtained and are very favourable.

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

Staff have a good understanding of the Early Years Foundation Stage and effectively put it into practice to help children make good progress. The new manager has successfully disseminated knowledge and skills gained while studying for her degree to other staff and this is having a positive impact on children's learning and the quality of the provision. Planning systems are currently being evaluated and improved. The manager recognises that the current system is not as effective as it could be in promoting individualised learning and relies heavily on the staff's good knowledge of individual children, which has the potential for learning opportunities to be missed. Observation and assessment files demonstrate that staff gather clear evidence about children's learning using a wide variety of methods. Clear starting points are established using information obtained from parents in relation to the six areas of learning. Parents have good opportunities to contribute information about children's achievements at home and on an ongoing basis.

Children settle readily on arrival and those new to the pre-school are given sensitive reassurance as they gain confidence in routines and relationships. Children's choices are fully respected. They use mathematical language in everyday conversations and in their play, differentiate between bigger and smaller, label simple shapes and colours, and sequence patterns of coloured objects independently. Children recognise numerals, for example, as they use the calculator function on electronic toys. Children solve simple problems, such as whether they are taller or shorter than the upended cardboard tube. They gain good knowledge about the world they live in. For example, they enjoy the nature in the garden, such as the visiting squirrel and birds or the frog living in the compost heap. Children are developing skills relating to information technology as they use digital consoles and computers. A good range of toys and activities promote children's awareness of diversity and the wider community. Children are encouraged to get plenty of fresh air and exercise, contributing towards a healthy lifestyle. They have grown their own vegetables, and so are beginning to understand where food comes from and about healthy options. A key strength of the pre-school is the provision of open-ended activities that promote children's imagination and creativity. For example, resources, such as cardboard tubes and boxes, actively engage children in a wide variety of ways for lengthy periods. As a result of all these activities, children demonstrate that they are acquiring skills that will help them in the future and prepare them well for their transition into school.

The hall and toilets are clean and hygienically maintained. Clear systems are in place to reduce the risk of cross-contamination. For example, staff wear aprons and gloves when changing nappies and children wash their hands and wear aprons before helping to prepare snack. Tables are cleaned before food preparation and children demonstrate that they understand the importance of this. Snack provision is healthy and balanced. Allergies and specific medical needs are well documented and clearly displayed in the kitchen to ensure children's welfare needs are appropriately met. All staff hold valid first aid certificates, which enables them to respond effectively to any minor injuries. Children are reminded about safety rules,

such as using their 'walking feet' inside. Staff allow children to take some risk, and ensure they can do so safely while supervised. Children behave very well in an environment conducive to their learning and needs. They are fully engaged in activities, work well together and spontaneously share resources.

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