

Little Bowden Pre-School

Inspection report for early years provision

Unique reference number	226431
Inspection date	09/01/2012
Inspector	Karen Cooper

Setting address	St Nicholas Church Hall, Rectory Lane, Little Bowden, Market Harborough, Leicestershire, LE16 8AS
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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

Little Bowden Pre-School opened in 1971. It operates from a church hall situated in the village of Little Bowden near Market Harborough. There is a fully enclosed outdoor area available for play. The setting serves the local area.

The setting is open Monday to Friday during the school term. Sessions are from 8.40am until 3pm each day except for Wednesday which is 8.40am until 11.40am. Children attend for a variety of sessions. A maximum of 24 children aged between two and five years may attend at anyone time. There are currently 51 children on roll. The setting is registered by Ofsted on the Early Years Register and compulsory part of the Childcare register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities.

There are six members of staff who work with the children. The provider holds a childcare degree and Early Years Practitioner Status. Three members of staff hold a National Vocational Qualification (NVQ) at level three and two hold a NVQ at level two. The setting receives support from the Leicestershire local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, stimulating and safe environment. Toys and equipment are plentiful ensuring that children make good progress in their learning and development as they play. Positive relationships have been established with parents and other professionals to ensure children's individual needs are well-met. Documentation is well-organised and policies and procedures are mostly effective. Staff are fully committed to 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 methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps in their learning and development at a pace suitable to their individual needs
- improve the exchange of information with parents to involve them more in children's ongoing assessments of their learning and development
- improve the recording of children's hours of attendance to show the exact times of departure.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to protect children and are fully aware of their role and responsibility. They have an up-to-date knowledge of the possible

signs and symptoms of abuse and neglect and also the correct procedures to follow should they have any concerns. There is a clear safeguarding statement which is shared with staff and parents at induction and effective vetting procedures ensure that all staff are suitable to work with the children. Staff are aware of keeping children safe particularly when playing outdoors and are appropriately deployed, ensuring children are always well supervised. Staff assess potential risks to children and have put procedures and practices in place to minimise these at all times. Indoor and outdoor space is effectively organised creating a welcoming, stimulating and child-friendly environment. Children access most resources independently, those that are inaccessible can be requested. Equipment is kept clean and in a good state of repair and is regularly checked for safety.

Staff work well as a team and are dedicated to raising outcomes for children. They provide good role models for children by being calm and polite. They are committed to inclusion and all children are welcome at this setting. Staff are fully aware of the settings strengths and areas for improvement and the self-evaluation process is a shared experience that involves all staff, parents and children. They demonstrate a strong commitment to continuous improvement and regularly undertake training to ensure their knowledge and skills are updated.

The staff work in close partnership with parents and the effective two way flow of information both verbally and in writing ensures that parents are fully informed of their child's daily routine and activities. Although, the staff arrange key worker meetings for discussions with parents several parents commented that they would appreciate more meetings with staff to inform them of the ongoing assessments of their children's learning and development. Staff obtain an accurate picture of the children from their parents during settling in time and all information is recorded to identify children's starting points. The children's individual learning journeys are available for parents to view and details posted on the notice board and the website also keep parents well informed of the day to day running of the setting. There is a full range of policies and procedures which are mostly thorough, although some lack minor detail, such as the record of children's hours of attendance. The staff has formed good links with the local authority support staff and the nearby schools that some of the children also attend. They value their contributions as partners which helps to ensure children's individual needs are effectively met.

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

Children are eager to attend this welcoming and stimulating setting where they make good progress in their learning and development. They enjoy themselves and are helped to achieve and good warm and caring relationships are evident between the staff and children. Children are valued and the staff help them to feel good about themselves by frequently providing support, praise and encouragement. This helps build children's self-esteem. The staff demonstrate that they know the children well and regularly observes them as they play and records what children can do. However, the information gained is not sufficiently used to

help plan the next steps in children's learning. Samples of children's work and photographs are attractively presented in individual books and are made available for parents to view.

Children have good opportunities for daily outside play. They confidently use a wide variety of push a longs and wheeled toys and thoroughly enjoy digging in the purple sand to seek out hidden treasures. Children love using their imagination in role play and enjoy taking on family roles and familiar people in the community, such as a doctor. They eagerly involve staff in their play making them cups of tea and know how to use a stethoscope to listen to their heart beat and what a bandage is used for. Great fun is had building towers with bricks and older children enjoy comparing the heights of each other's constructions. Children are provided with plenty of opportunities to develop their early writing and reading skills. For example, they have access to crayons, pencils, paper and a variety of books. They concentrate well when listening to favourite stories and eagerly join in with familiar nursery rhymes. Children respond excitedly to a wide range of creative activities, such as cooking and have made curry and pizza. They are keen to explore paint and like to discuss their creative ideas and are guided well by staff who encourage them to observe and express their thoughts and develop their language. Children have good opportunities to increase their understanding of technology through the use of a computer and a range of programmable and electronic toys. These opportunities help children to develop skills for the future. Children are learning to respect each other and have access to a range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Children are encouraged to follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children learn about the importance of eating healthy foods through daily discussions and planned topics. They benefit from a variety nutritious and well-balanced snacks and fresh water and milk is available to ensure children are able to independently access. The staff are fully aware of each child's individual dietary needs and ensure these are met.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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