

Lavington Pre-School

Inspection report for early years provision

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Inspector Carol Warrant

Setting address Dauntseys Aided Primary School, Sandfield, West
Lavington, Devizes, Wiltshire, SN10 4HY

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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

West Lavington Pre-school was registered in 2001 for no more than 26 children aged from two years to under five years. It is managed by a voluntary committee and is a registered charity. It operates from its own purpose built building, opened in September 2010, in the grounds of Dauntsey Aided Primary School in the village of West Lavington, Wiltshire. Children come from the village itself and the surrounding rural area. Children use a large playroom which can be split into two areas, with access to a secure outdoor play area and use of the school grounds and facilities. The setting provides support for children with special educational needs and/or disabilities. The setting opens for five week days during school term time. Sessions run from 8.55am until 11.55am and from 12.40pm until 3.10pm, with an optional daily lunch club. There are currently 32 children from two to under five years on roll. Of these, 30 receive funding for nursery education. The setting employs six staff who work directly with the children, of whom four have early years qualifications at Level 3 or above and two who are currently working towards this level. The pre-school is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This setting provides highly effective early years provision in most areas of learning and development. Children respond extremely well to the care and support they are given and achievement is never less than good, and usually outstanding. A highly stimulating programme of activities ensures children make excellent progress in their learning and the children feel safe, valued and fully included. There are outstanding links with parents and carers and the host school, and information is shared very effectively. The manager and staff have a thorough knowledge of the setting's strengths and areas for improvement. A range of high quality self-evaluation systems are extremely effective in maintaining improvement

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the outside area in order to provide the children with further opportunities for problem solving in all areas of learning

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding because staff have a very comprehensive knowledge of safeguarding and child protection. They fully implement effective policies and procedures to ensure children's safety. There are robust recruitment and vetting procedures in place to ensure that adults having contact with children are suitable. Collection procedures are rigorous and are followed carefully by staff and parents. Security within the setting is outstanding, because the purpose built premises offer a safe environment and children are carefully supervised in the indoor and outdoor areas. Risk assessments are thorough and carried out regularly to minimise danger. Fire drills are regularly practised so that children become familiar with the routine.

Embedding ambition and driving improvement by the manager is outstanding. Staff meet regularly to discuss planning and areas for improvement. All recommendations from the previous inspection have been fully addressed. There are outstanding self-evaluation systems in place and parents' and carers', and children's views are valued and responded to. For example, session times were changed in response to parent and carer consultation, and the children were involved in decisions on the purchase of new mathematics resources. The layout and organisation of the outdoor area have been developed well. However planning and self-evaluation have shown that opportunities for children to solve problems in some areas of learning are not fully developed; this is a priority in the current action plan. Staff recognise the need to further develop the children's speaking and listening skills. The introduction of specialist provision is already showing improvements to outcomes for children, especially those with special educational needs and/or disabilities.

Staff make imaginative and effective use of an extensive range of quality resources to meet the needs of the children. Staff actively promote equality and diversity and work very hard to ensure children are fully integrated into activities. Activities are regularly monitored and ambitious learning targets are set. Staff work extremely well together and regularly attend training opportunities to enhance their qualifications and expertise.

Partnerships with parents and carers are outstanding. They receive regular information through discussions, newsletters and a dedicated notice board. Parents and carers say their children enjoy their time at the setting because it is a fun place to play and learn and their children are very well cared for. Key staff keep parents and carers very well-informed about their children's achievement and progress at consultation meetings. They share the children's learning journals with them and keep them well informed of special events and fundraising activities. They also hold curriculum information sessions, including how parents and carers can be better involved in their children's learning. Partnership with the host school is outstanding and the setting benefits from the use of the outdoor environment and the school hall. There is highly effective information sharing with staff to ensure children and families are well supported and children have a smooth

transition to full-time education. There are also very strong partnerships with outside agencies.

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

Children achieve exceptionally well in all areas of learning because activities are very well planned and organised. Children benefit greatly from high quality teaching. Staff spend time with individual children, using challenging questions and timely prompts to support and facilitate children's creative thinking, valuing their interests and ideas, and including these in planning to effectively enhance and extend learning. Staff use assessment successfully to monitor children's progress thoroughly. Children's key persons are highly consistent in their use of notes and photographs, to record children's enjoyment and achievements in their learning journals. Progress towards the early learning goals is accurately measured and the next steps in learning are identified and planned for. Children enjoy sharing their learning journals and are very proud of their achievements.

Children behave extremely well and are kind, thoughtful and considerate of one another. They understand the 'Golden Rules' and say the most important of these is 'We have fun'. They share resources sensibly and help with tidying-up routines. Staff have a consistent, positive approach to managing the children's behaviour and have excellent relationships with them. Children learn to take turns and are confident in their choice of activity. Festivals, outings and visitors enrich their experiences and give them an excellent appreciation of diversity, other lifestyles, customs, dress and food. Children with special educational needs and/or disabilities are fully included in all activities.

Children are encouraged to make healthy decisions at snack time and learn about the importance of exercise. They develop a very good understanding of keeping healthy and safe and are able to explain the reasons for hand-washing and why they do not run inside the setting. They learn to use equipment safely as they prepare their own healthy snacks and while learning in the creative area. Children benefit from free flow access to a safe outside area. They develop their physical skills very well as they ride pedalled vehicles and play ball games on the school field. Supervised 'Bear Hunts' around the grounds keep them active and are thoroughly enjoyed by the children. "We have to find all the bears hiding in the bushes", said one child. However there are missed opportunities, in some areas of learning, for children to independently solve problems outside. Children's creative skills are developed very well and they use a range of resources confidently to produce models, paintings and collage. They listen attentively to stories and enjoy reading to themselves and each other in the well resourced book area. Most count up to ten and beyond, can identify simple shapes, describe size and identify colours. They enjoy practising their counting skills through simple mathematics games. They are encouraged to write using their developing phonic knowledge, and enjoy sharing the stories they have written. Children are skilful and independent when enjoying a very good range of software on the computer. As a result of excellent provision, children are very confident, motivated and have high

levels of self esteem. They are extremely well prepared for their future learning experiences.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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