

# Borden Village Pre-School

Inspection report for early years provision

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**Unique reference number**

EY431395

**Inspection date**

30/01/2012

**Inspector**

Karen Scott

**Setting address**

Borden C of E Primary School, School Lane, Borden,  
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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**

Borden Village Pre-school originally opened in 1989 but has recently been re-registered in 2011 as it has moved to new premises, operating from a purpose built building. Children have access to an enclosed outdoor play area. The pre-school is situated in the village of Borden. It is open each weekday from 8.50am to 11.50am on Monday, Wednesday and Friday and from 8.50am to 2.50pm on Tuesday and Thursday, term time only.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 51 children aged from two years to under five years on roll, some in part-time places. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. The pre-school currently supports a number of children with special educational needs and/or disabilities.

There are currently six members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. One member of staff is working towards a further qualification. The pre-school provides funded early education for 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.

Children play in a safe and secure environment where their individual needs are met. Close relationships with others help staff to do this and parents and carers are having input into this although children's Learning Journeys are not easily accessible in order to build on their valuable input. The pre-school has a good capacity for continuous improvement working with others to secure improvement and evolving outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- make children's Learning Journeys easily accessible to parents and carers so that they may access them whenever they wish adding their own input to their children's developmental journey
- enable children to freely access drinking water when they they require a drink.

## **The effectiveness of leadership and management of the early years provision**

The pre-school has a high regard for the safeguarding of the children they care for. Staff are secure in their role in safeguarding children and the procedures to follow should they have any concerns. Daily risk assessments help them to provide a safe environment and action is taken to minimise risks. Children are cared for in a safe and supportive environment. Children benefit from playing in a brand new environment, having input into how it is organised. Toys and resources are in good condition and easily accessible. They are organised into areas of learning but can be moved around the setting to extend children's play and learning. Staff are very kind and caring and children respond positively to this. Adults involve themselves in children's learning, asking questions, giving children time to respond. They pick up on children's interests very quickly. For example, when a child shows an interest in the inspector's computer a member of staff draws her attention to the nursery computers where the child imitates what she sees the inspector doing. Currently there is very little of the children's artwork on display meaning that there are missed opportunities for children to show pride in their creations. However, staff are aware of this and plans are underway to enable work to be displayed.

Staff regularly participate in training, identifying their own developmental needs and cascading what they have learnt to their colleagues, sharing ideas for good practice. All staff are involved in evaluating the setting and plans for the future evolve around improving outcomes for children. The pre-school value the views and opinions of others in order to help them provide an evolving service. Parents and carers fill in questionnaires, making suggestions for improvement which are given regard and acted on. Staff are receptive to new ideas and are keen to improve their setting.

Adults know children very well, helping them to meet their individual needs. Home visits have proved to be invaluable in helping them to meet individual needs, working closely with parents and carers. The learning environment and resources are available to all children and staff feel that the new environment has had a positive effect on children as there is more space for play. There are some toys and resources reflecting diversity in society and the different backgrounds of the children attending and children enjoy celebrating different festivals from around the world. The pre-school is highly committed to working in partnership with others caring for their children. When children attend other settings delivering the Early Years Foundation Stage they share contact books, developmental folders and meet in order to work together to support children. They also work very closely with other professionals to support children's individual needs, resulting in children receiving appropriate support and making good progress. The pre-school also has a close relationship with the local school, sharing resources to support children. Parents and carers are welcomed warmly to the setting, engaging in conversations with staff. They are very well informed as policies and procedures are extremely thorough and they receive regular newsletters. Children's Learning Journeys are sent home three times a year and there is space for parents to add their input although this tends to be words of thanks rather than input about the child. At other times parents and carers have to ask to look at the Learning Journeys and

recent questionnaires show that parents would like to have easier access to them in order to keep abreast of their children's development. Overall though the Learning Journeys are a wonderful insight into children's time at the pre-school, being organised in a bright and interesting way. "Love to Learn" books are where children and their families share things of interest from home. They make a connection between home and the setting, helping staff to build on children's interests and involving parents and carers in their children's learning. Overall parents and carers say that they are pleased with how well their children are doing at pre-school, saying that children's individual needs are recognised and catered for and that staff are approachable, working closely with them.

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

Children are secure and show a sense of belonging. They have formed strong relationships with staff who they regularly turn to for support as they play, sharing things of importance, knowing that they will be listened to. They practise evacuation of the building and staff have ensured that the evacuation plan reflects the individual needs of children. Children are given gentle reminders about how to stay safe such as not climbing on chairs and are given praise for following guidance. Children make choices about playing in or outdoors and are able to do so in all weathers as they have shelter and suitable clothing, understanding the effect exercise and the cold weather has on their bodies. They adopt good personal hygiene routines, being independent users of the bathroom, knowing when and why they wash their hands. Snack time is a social occasion and children are involved in the preparation and washing up afterwards. Snacks are healthy and nutritious and children are encouraged to pour their own drinks with support from the adults. A few children bring in bottles of water but for the rest of children drinking water is not easily accessible. They may ask for drinks but further opportunities for children to take charge of their own well-being, therefore, are being missed.

Children are confident, settle well and form excellent relationships with their peers. They arrive happily and are greeted warmly. They take pride in their environment and notice when there are new things there such as comfortable cushions in the book area. Photographs are displayed, enabling children to revisit previous activities. Children help staff to write the behaviour rules, having input into this. Children show high levels of concentration and a positive attitude towards learning, being willing participators in adult and child led activities. Children tolerate each other's differences, showing an interest and learning from each other. They discuss with enthusiasm their favourite activities at pre-school. Children are shown a great deal of kindness and compassion, helping them to feel settled, and then to behave in the same manner towards others.

When children arrive they make choices about what they play with from toys and resources that are arranged for them. However, they also help themselves to other toys, knowing where everything is. Staff make regular observations of children and use these to assess children's stages of development and to plan activities that will

extend their learning. Children's Learning Journeys clearly show the progress that children are making through the developmental stepping stones. Activity plans are accessible to all staff, meaning that everyone is able to support children's learning. The environment is rich in discussion and children talk through what they are doing, giving clear explanations and using descriptive language. Words are displayed around the room and children enjoy sharing books with others, having their favourite stories. Mathematical concepts are introduced into play and the routine such as counting pieces of fruit at snack time. Children use the scales to compare size and weight. In the garden children play on ride on toys and enjoy running around the space. They dig up stones, transporting them to another area. As a result of their interest in digging there is now a specific area to explore with spades, for example. Children show good skills when using a range of tools when creating. The role play area is large, enabling children to join together to role play with resources that are used to act out a range of scenarios. Children use their imaginations when playing with small world toys such as cars and when drawing and painting. Children have access to a range of programmable toys, computers, a camera and photocopier, all of which they use competently. They explore with a magnifying glass and learn about the wildlife in the garden. They explore a range of textures such as sand and bubbles, describing what they feel. Visitors to the pre-school help children to build on their knowledge and understanding of the world. Children are encouraged to be independent, undertaking self-help skills such as putting on their coats and slippers. Consequently they are developing strong skills for the future. Overall children are making good progress through the developmental stepping stones as they are supported by dedicated staff to progress at rates that are suitable for their stages of development and meet their interests.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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