

Ruyton XI Towns Pre-School

Inspection report for early years provision

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Inspector Dianne Andrews

Setting address St. John the Baptist C of E Primary School, Church Street,
Ruyton XI Towns, SHREWSBURY, SY4 1LA
Telephone number 01939 261322
Email ruytonxitownspreschool@yahoo.co.uk
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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Description of the setting

Ruyton XI Towns Pre-School opened in 1967 and moved into premises on the local school site in 2011. Children have access to an enclosed outdoor area.

The provision is registered on the Early Years Register to care for a maximum of 24 children from two years to the end of the Early Years Foundation Stage. There are presently 23 children on roll. The provision is open each weekday from 9am to 3pm during term time only. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The provision employs four members of staff, three of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure, happy and make good progress towards the early learning goals. Staff show a clear understanding of the Early Years Foundation Stage and how children learn. They successfully develop a provision that is responsive to children's individual needs and abilities. Children's welfare needs are met well in the majority of areas. The provision develops good partnerships with parents and works extremely effectively with other providers and outside agencies to ensure consistency in care and education. There is strong drive towards further improvement. The process of evaluating the quality of the provision is effective in informing progress and development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily records of attendance are accurately completed (Documentation). 13/03/2012

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

- provide time to support children's understanding of how hygiene promotes good health.

The effectiveness of leadership and management of the early years provision

Well-managed procedures and work practices are in place to make sure all staff are able to play a full and supportive role in ensuring children are well cared for

and safeguarded. Staff have designated roles and responsibilities in relation to safeguarding children, and the whole staff group have attended training to promote their understanding in this area. The management and deployment of staff are well organised and monitored to ensure staffing levels promote children's safety and well-being. In addition, children's welfare is fully protected by the recruitment and vetting arrangements, which ensure all adults who have unsupervised contact with children are suitable. The policies and procedures of the provision are regularly reviewed to ensure all aspects of children's welfare are protected. Most documentation supports children's well-being, however, the daily register does not clearly and consistently show the times of arrival and departure of children. Children's safety is promoted as there is a designated staff member who is responsible for health and safety issues. Her role is to oversee the implementation of risk assessments through effective daily safety checks. Staff ensure that hazards are minimised as they lead an activity, such as baking, discussing with children the safe use of sharp knives. They appropriately remind children to wash their hands before and after the activity. However, staff miss opportunities to help children learn why this is important in order to fully promote their good health.

All staff have a positive attitude to the ongoing development of the provision. Practitioners' professional development is given high priority, ensuring that they continue to enhance their knowledge and understanding of all aspects of childcare and development. The fresh ideas and knowledge gained from training courses are effectively disseminated amongst the staff group. Each training opportunity is evaluated and daily practice is developed to promote the best outcomes for children. The provision has recently moved into their new school-based premises and practitioners are keen to make the best use of the indoor and outdoor spaces. They constantly evaluate and adapt and make changes to the environment to ensure it supports children's development and is conducive to learning. Resources are plentiful and are displayed in clear drawers so that children can make independent choices about their play and learning.

Partnership with parents is well developed. They are effectively informed of all aspects of their children's well-being and development through informal discussions and regular meetings with their children's key person. As a consequence, staff have a good understanding of children's backgrounds, starting points and individual needs. Since moving to the new premises, staff have observed that parents have been less inclined to access the activity room. As a result, they have developed ways to encourage them in, for instance, through the displaying of a slide show of children's photographs on a large interactive board at the end of the session. Parents are supportive and have helped with the development of the outdoor area, building a raised 'quiet area' where children can feel safe and comfortable. Practitioners are highly committed to working in partnership with other agencies and providers and take a lead role in establishing effective relationships. As a result, children receive consistency in their care and learning and benefit from high levels of support at an early stage.

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

Children make good progress in all areas of development and learning, supported by staff that have a secure knowledge of the Early Years Foundation Stage. They are valued and respected by staff, who work hard to provide a well-equipped, welcoming and accessible environment which meets all children's needs. Relationships throughout the provision are good. Children quickly develop a sense of belonging in their new setting and show a clear understanding of the day's routine. Children behave well and are supported by staff to learn to share and to take others' needs into account. A strong emphasis is placed on the promotion of children's independence and self-esteem. Each day a child is chosen as 'star of the day'. Through this role children develop a sense of fairness, learn to take responsibility and develop their confidence.

Children benefit from the good programme of activities, which is informed by practitioners' observations and assessments, taking account of children's individual interests and developmental goals. Practitioners support children's learning well as they harness their ideas and enable them to develop their thoughts. They use good questioning skills and provide spontaneous learning opportunities. For instance, children's knowledge of mathematical language is reinforced as they discuss the make, size and style of farm machinery. Children's language skills are developing well. Staff work with speech therapists and parents and are adept at adapting activities to support those who need additional help. Children's vocabulary is extended as they discuss what they are doing with staff. They are offered new words, which they quickly absorb and use, for instance, describing their ladder as 'shorter' instead of 'smaller' during a table-top game. They enjoy looking at a range of books in the comfortable reading area, sharing stories, asking questions and offering their thoughts. Practitioners offer many opportunities for children to develop their problem-solving skills through interesting activities. As a result, children competently use their listening skills to compare the sounds and match percussion instruments, proudly making the correct pairings. Children show knowledge of the wider world in their play. They are creative and make connections in their learning, for instance, manipulating play dough and using it to fill the back of a toy refuse lorry, taking it to a low-loader for transportation. They learn how to sustain the environment, recognising the need to recycle materials, for example, washing the empty milk cartons ready for the appropriate bin.

Children are active learners and are confident to make good use of the range of play opportunities and activities. They are lively, curious and motivated to learn, for instance, when finding a variety of insects in the garden, they excitedly run indoors to find the 'bug viewer'. They gently capture their find and take turns to observe the insects, describing what they see as they learn about the natural world. Children's good health is promoted as they benefit from regular use of the outdoor play area. They experience the weather and the seasons and recognise how to meet their own needs as they fetch coats when it starts to drizzle or take off their jumpers when they get too hot. They take part in a wealth of planned activities to encourage them to make healthy choices about what they eat and are provided with drinks at mealtimes. Although occasionally overlooked, a daily check

list usually ensures that drinking water is made freely available for children to access to enable them to meet their own needs. Themed activities, such as those to introduce foods from countries of the world, encourage children to experiment with ingredients and tastes. They learn where their food comes from as they take part in Harvest festival celebrations and discover a range of fruit and vegetables in their greengrocer play area. Parents are very supportive of their children's learning opportunities in the provision and make comments, such as 'a big thank you for changing my child's approach to vegetables'.

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	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

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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